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Editor-in-Chief
Dr. S.K. Bhatia



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Would like to appeal to the learned readers to send us their views, counter views, suggestions, comments, and observations etc. via “Letters to Editor” (which will be published in the next Issue) on the articles published in this Journal so that an academic discussion may start and our efforts may become more participative and thereby more meaningful and interesting.

Editor-in-Chief

Themes for the next Issue January 2021

Besides focusing on the ten themes, given under Editorial for the July 2020 Issue, Editorial Board intends earmarking two more sections for the January 2021 Issue. These are:

- Section II. Sharing individual or group experiences of completing the curriculum transaction during the pandemic situations.
- Section III. Involving teacher educators and school teachers in sharing their innovative experiments for optimizing students’ all-round achievement.

Editor-in-Chief
Dr. S.K. Bhatia

Editorial



Teacher Education is undergoing a big change the world over. This change has been observed, not only in the teacher-education course-durations, but also in the content and the training modes. Within the last one or two decades, the B.Ed. duration has been changed from one year to two in many countries and a similar phenomenon has been observed in the duration of other teacher education courses, like B.Ed., M.Ed., lower-level teacher training courses, etc. The latest, with uncertainties, is the decision of converting the duration of B.Ed. from two to four years like the professional- medical, engineering, management courses, etc. and allowing the entry after 12th grade. The modalities of its entry at the graduation and post-graduation levels are yet to be determined.

Besides the longitudinal considerations, the theoretical and practice-oriented projects have also undergone a big change in the teacher education courses. The teacher-educators, involved in completing their curricular transactions, give a mixed reaction on the change in the teacher-education scenario. The exponents of this change justify it by quoting the global outlook towards the different sections of society, the environmental changes, the explosion of technological knowledge, the changed requirements of the growing children etc. The critics of the emerging models of teacher-education want to revert to the teacher education system where emphasis used to be given on the pedagogy coupled with some inputs of foundational applications. Their contention is that the old pattern of one year teacher training was going on well and the two year training is, unnecessarily, wasting one precious year of the students.

Seeing the continuing turmoil in teacher education, some educationists and educational administrators thought of bringing out an International Journal of Teacher Education and Teaching wherein experts' thoughts may find a place so that teacher education and teaching in schools may be streamlined. At present, an attempt has been made to pool the innovative ideas of the innovative minds of the three countries – India, Canada and America. Discussions were held among the experts of these three countries. These discussions led to the following themes on which deliberations are required and the thinkers should pen down their considered opinions to improve the duration, structure and process of teacher education. These themes are:

1. Valuing professionalism and training in Teacher Education courses.
2. Changes in perspectives on areas of research in Teacher Education.
3. Perspectives on how learning in Curriculum and Pedagogy are demonstrated in Teacher Certification Programs.
4. Perspectives on effective Evaluation Practices in Teacher Education Programs.
5. Innovations and Innovative practices in Teacher Education Programs.
6. Diversity and Inclusion: Different International perspectives.
7. Ensuring access and equity in high quality Teacher Education programs.
8. ICT-related Innovations and practices in Teacher Education Programs.
9. Policy perspectives in Teacher Education.
10. Reports on related conferences, seminars and workshops, including International offerings.

There was an overwhelming response to the letter, inviting the papers/articles. As many as about 50 articles/papers were received for the first issue. As per the Editorial Board's decision, only high-quality papers/articles, would find a place in this journal. Some members of the Editorial Board took the trouble of reviewing all the papers/articles received. They matched the features of these papers/articles with the pre-determined criteria of acceptable material for the journal. On the basis of this review, 18 papers/articles were shortlisted to be further peer-reviewed by the panel of our Referees. Our sharp-eyed Referees selected the ones that will enhance awareness in the field of teacher education, classroom teaching and generate an urge for further research in the relevant areas of teacher education.

The papers/articles published in this issue, mainly pertain to the areas of Pedagogical issues in teaching different subjects, Impact of ICT on the Curriculum Transaction, Problems and their Remedies in Teacher Education, some specific problems being faced in Teacher Education in some countries, etc.

I take this opportunity to thank our learned scholars who contributed their valuable papers/articles for the first issue of our Journal. I am grateful to our esteemed Referees who peer-reviewed the papers and recommended the ones that have been included in this issue. Both the Contributors and the Referees deserve a real commendation as they used their "lock down period due to Covid-19" in a meaningful way. Their efforts, along with the contribution of all those, directly or indirectly linked with "International Journal of Teacher Education and Teaching" may be taken as a tribute for all who sacrificed their lives in fighting against the pandemic, going on, and the entire group of our Journal requests the Almighty for the quick recovery of those who are still suffering from the Corona Virus.

This deadly disease left no option with the authorities, but to close down the schools and other educational institutions indefinitely. The schools, world over, had to resort to online mode of teaching-learning. This situation will definitely persuade the educational thinkers and pedagogues to devise new ways of undertaking the completion of curriculum transaction. This has opened a range of possibilities of doing more and more researches how best education can be given under Corona like situations, when even WHO and top most intelligentsia opine that we have to learn to live with Covid-19. I am sure some innovative pedagogies and research-oriented studies, needed under such emergent situations, will find a place in the next issue (Jan. 2021) of this Journal.

Dr. S.K. Bhatia
Editor-in-Chief

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Perceptions of Teachers Towards Educational Supervision

Ms. Abigail A. Alviz

Abstract

This study examined the perceptions of secondary and tertiary level teachers towards educational supervision with reference to the National Competency-Based Teaching Standards (NSCBSSH) Questionnaire to obtain relevant data from 125 teachers in 5 selected public educational institutions (3 secondary schools and 2 universities) using convenience sampling technique. One-way analysis of variance (ANOVA) and t-test at 0.05 level of significance was used to analyze the data for further conclusions and recommendations. Findings revealed that communication in educational supervision is perceived to be highly needed among supervisors. Teachers perceived that their educational supervisors are open to innovation that reflect enhanced teaching-learning experience which shows through when teachers are provided the verbal support and objective feedback and/or evaluation to recognize their commitment and involvement in the achievement of key result areas. These can be done through staff development that target the actual needs of teachers in their own contexts.

Key Words: Educational Supervision, Teacher Perception, Supervisory Skills

Introduction

Education in the modern society is viewed as a powerful medium to uplift teachers, administrators and ultimately, the learners to achieve their highest potentials in the advent of technology and in the face of societal demands. In the school setting, the need for effective educational supervision is necessary in providing opportunities for teachers to plan reflectively, teach effectively, and develop professionally. Supervision takes many different forms and definitions considered in the educational spectrum. Educational supervision is ordinarily defined as the “improvement of the total teaching-learning situations and socialized functions by working with the people who are working with the students”. Harris (1998) posits that supervision can be described using five contemporary aspects of teaching and learning; countering changing external realities; giving teachers support, assistance, and feedback; understanding that teacher is the catalyst for encouraging school learning; and encouraging new, improved pioneering practices. In Glickman’s study (1990), a more complex definition of supervision, explained as “the glue that holds a successful school together... a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals that individuals within the school can work in harmony toward their vision of what the school should be.” Focused on administration (Harris and Bessent, 1969), curriculum (Cogan, 1973), instruction & human relations (Harris, 1975), leadership (Mosher & Purpel) and evaluation (Wiles & Bondi), supervision has many dimensions that are brought into context in the education spectrum. While these foci on supervision are defined in one length, the actualization of supervisors' roles is not confined in one dimension alone for it is encapsulated in one role with several sub-responsibilities.

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It is in these lines of thinking that supervision provides a continuum to support teachers and supervisors to work collaboratively through effective and flexible practices. A common form of interdependent educational working conditions is through Professional Learning Communities, deemed as a constructivist approach that sets the contexts and working interaction that are based on shared beliefs, targets and objectives (Hord, 2009). Anchored on these primary objectives, educational supervision is no longer perceived as a domineering, product-oriented and mechanical approach that triggers high levels of anxiety among teachers. Instead, it places teachers as valuable members of the teaching-learning community capable of directing their development through constructive feedback, teacher support, respect, mutual respect and professional accountability.

Research Questions

The purpose of this study is directed towards addressing the perceptions of teachers regarding educational supervision and looking into the professional and pedagogical implications that can be generalized to attend to the weak perceptions that educators have of their supervisory counterparts.

This study is guided by the following questions:

Research Question 1: What are teachers' perceptions regarding educational supervision?

Research Question 2: What is the relationship of educational supervision with professional development?

This small-scale study serves as a school-based standpoint of how teachers perceived educational supervision in their local context and provided localized evidences that can be comprehensively discussed in future research outputs seeking to describe supervision in a national context. The understanding of commonly used supervisory practices as seen through the lenses of teachers, is essential in determining their effectivity in improving teachers' professional development and classroom teaching practices.

The drawn sample from this sample is based on convenience and does not seek to provide generalizations, implications and recommendatory approaches on a national scale due to the limited number of samples reached in the fulfilment of this study. Respondents were not subjected to a time-pressured manner of answering and thus, some may have comprehensively answered while others provided very little information regarding their supervisors' supervisory styles. The NCTBS, crafted as a single framework that seeks to provide informed decisions for the professional development of teachers, is an empirical –based tool that is useful in understanding how teachers perceive supervision in the light of their own teaching. It also serves as “guidepost for planning and professional development goals” (DepEd- Instructional Supervision Handbook, 2012)

Perceptions of Education Supervision

A plethora of studies regarding perceptions of supervision by different educational stakeholders have been focused on in different contexts. In a study by Minnear-Peplinski (2009), conclusions drawn showed that (1) professionalism is the most dominant form of supervisory strategy that administrators and teachers believe to be of utmost importance, (2) evaluation is perceived by teachers as the least common practice associated with supervision, (3) contrary to what empirical studies have been recommending, collaboration is not a widely-used form of supervisory strategy in terms of educational supervision and professional development; and (4) although clinical supervision is used, it is only normally done twice or thrice within an academic

year. Lowery (cited in Millon, 2010) posits that a good quality of an educational supervisor is the ability to understand the feelings of others and interact with them positively for harmonious and peaceful environment of the working area. Attention to these skills are prerequisite to establishing good relation between the supervisors and teachers and minimize conflict-related circumstances.

Teachers who perceived that they were empowered in their work environments had higher levels of interpersonal trust in their principals; and those who found their work personally meaningful, and who reported significant autonomy and substantial influence in their work environments, had higher levels of interpersonal trust in principals. (Moye, et al, 2005). Howard Ebmeier and Janice Nicklaus (1999), said that collaborative supervision can play a major role in increasing teacher's commitment, and collaboration. Research by Price (2012), finds that the attitudes of principals and teachers create an atmosphere for learning that influences school effectiveness. This is often referred to as school climate. Other research shows that atmosphere of trust, shared vision, and openness creates positive school climate conditions.

A number of studies reveal that supervision serves as a weapon for punishment rather than a tool for improvement. Sharma (2011) finds that there is a need for instructional supervision to be conducted in more systematic manner by involving teachers, principals, subject- teachers and subject- specialists. The teachers in the study, argue that supervisors do not consider instructional supervision as a platform to develop a sense of ownership for teachers and their professional growth and they are not at all benefited by the process. So as to make practices more meaningful, the principals need to upgrade themselves with skills of supervision. However, Akbasli (2010) recommends that supervisors should offer suggestions for overcoming existing problems rather than evaluating the teachers.

Methodology

In order to ascertain the responses of the sampled teachers in this small-scale study, the National Competency-Based Teaching Standards (NSCBSSH) Questionnaire was utilized “to gather data on the competency strengths and needs of teachers that serve to inform the design and conduct of continuing training and development programs for the improvement of teaching-learning practice” (NSCBSSH Guide and Tools, 2010). The data is pulled from key indicators that seeks to assess the teachers' perceptions of educational supervision and address to their needs. In this research, a convenient sample of two groups was drawn whereby the first group consisted of teachers from basic education while the second group represented teachers from the tertiary level.

Sampling Procedure

The teachers in this study were a sample of convenience. The groups, a mixture of beginning and seasoned teachers, assumed to have knowledge of supervision in schools. The NSCBSSH Questionnaire was sent to the sampled teachers from different fields of specialization and was chosen by the researcher due to the availability of their schedule and accessibility. Information was collected, based on the adapted domains in the NSCBSSH questionnaire, namely: (1) Educational Leadership, (2) Professional Development, (3) Student-Centered Learning Climate and (4) Personal and Professional Attributes and Interpersonal Effectiveness

The gathered data was subsequently organized and analyzed in SPSS to draw conclusions about the teachers' perceptions of supervision. Drawn responses were categorized to identify the most common forms of

supervision techniques used by the school heads and/or immediate superior of the sampled teachers as reflective of their educational practice and differences in supervision of beginning and experienced teachers.

Data Analysis and Organization

This study sought to examine the perceptions of teachers regarding educational supervision. This part discusses the presentation and analysis of the data gathered from the respondents through the NSCBSSH Questionnaire. This part covers the following sections: demographic data of respondents, teachers' perceptions of educational supervision and their implications to pedagogy and supervisory practice. Data from the NSCBSSH Questionnaire were aggregated and presented into themes anchored on the research questions. Discussions of these Tables are provided after the data presentation.

The sample for this study consisted of teachers teaching in the basic education and tertiary level. Majority of the teachers were represented by the accessible population from the Philippine Normal University (PNU), Pamantasan ng Lungsod ng Maynila (PLM), and Eulogio Amang Rodriguez Institute of Science and Technology (EARIST). Sampled teachers from the Basic Education representatives were from Lipa City National High School and Ramon Magsaysay High School.

The questionnaire was adapted from the National Competency-Based Teaching Standards for School Principals- Training and Development Needs Assessment (NCBSSH-TDNA) and was contextualized to suit the sampled teachers. Drafted as a tool for the improvement of the training and development needs support

| Table 1 Demographic Data of Sampled Teachers | | | |
|--|------------------------|-------------|--------------------|
| Variables | Sub-variables | N=50 | Percentages |
| Gender | (a) Male | 18 | 36% |
| | (b) Female | 32 | 64% |
| Age | (c) 21-25 years old | 11 | 22% |
| | (d) 26-30 years old | 14 | 28% |
| | (e) 31-35 years old | 13 | 26% |
| | (f) 36 years and above | 12 | 24% |
| Qualifications | (g) Bachelor's degree | 35 | 70% |
| | (h) Master's degree | 13 | 26% |
| | (i) Doctoral degree | 2 | 4% |
| Experience | (j) Less than one year | 2 | 4% |
| | (k) 1-5 years | 7 | 14% |
| | (l) 5-10 years | 27 | 54% |
| | (m) 10-15 years | 8 | 16% |
| | (n) 16 years and above | 6 | 12% |
| Affiliation | Junior High School | 10 | 20% |
| | Senior High School | 10 | 20% |
| | College/University | 30 | 60% |

improved practice of school heads. Developed through the STRIVE Project, the questionnaire contains a list of behavioral indicators that reflect the expected functions of a school head. The updated version of this tool had undergone a national validation, through a series of consultative reviews, and likewise, adapted for the purposes of this study. The NCBSSH-TDNA tool, adapted for this research, is composed of 5 Domains, specifically: Educational Leadership, School Management and Operations, HR Management and Professional Development, Student-Centered Learning Climate, and Parents' Involvement and Community Operations.

Domains and Competency Strands for School Heads'/Principals' Educational Leadership

Table 2 presents the perceptions of teachers to the Educational Leadership skills of their immediate superiors. Value-laden functions, such as use of empathic and encouraging words are perceived as the highest in the list ($M=3.62$, 3.18), which neutralizes circumstances that may entail a high emotional quotient in the presence of challenges. Supervisors were also perceived by the teachers to be innovative as they embrace change and in return provide avenues for these educators to be open to new matters in the teaching experience ($M=3.28$, 3.32). The Table also shows that supervisors engage in an average mean of 2.74 in the monitoring and evaluating aspect of their jobs.

| Table 2 Perceptions of Teachers about Educational Leadership of Educational Supervisors | | |
|--|-------------|-----------|
| Supervisory Strands/Domain | n=50 | |
| Domain 1: Educational Leadership | M | SD |
| Monitors and evaluates teacher's performance and accomplishments | 2.74 | .80 |
| Provides equal opportunities for professional growth and development | 3.24 | .62 |
| Gives positive comments and suggestions on teacher's performance | 3.22 | .41 |
| Correlates teachers' performance in students' retention and attrition rates | 3.02 | .65 |
| Conducts meetings and round table discussion to resolve teaching-related problems | 3.30 | .46 |
| Communicates politely and respectfully to teachers | 2.90 | .30 |
| Motivates teachers to strive harder whenever they fail to meet the standards/expectations | 2.86 | .35 |
| Uses kind words and objective criticisms in resolving problems with teachers who are frequently absent/tardy | 3.62 | .49 |
| Empowers teachers and non-teaching personnel to embrace change | 3.28 | .57 |
| Conducts post-conferences with teachers to identify strengths and weaknesses | 3.18 | .69 |
| Instills accountability as teacher's mission in the development of their students | 3.10 | .54 |
| Encourages teachers to try new teaching strategies and approaches | 3.32 | .47 |
| Delegates tasks to teachers based on their inclinations and expertise | 2.86 | .60 |
| Provides technical assistance/expertise and educational support to teachers | 3.22 | .41 |

Table 3 presents the professional development component that supervisors extend to their teachers. Majority of the teachers responded higher to the perceived expected manner of showing what professionalism is, in the school community ($M=3.16, 3.18, 3.32$) while the provision of in-school seminars/trainings were reported lower in the Table. One of the functions of a supervisor is facilitating human resource activities but this is not so often done in the duration of an academic year and within the educational institution. Seminars/Conferences done in the auspices of a school provide for a more contextualized and/or localized set-up whereby the topics can be customized to address the needs of the faculty. The context of “community” is posited as highly regarded for a supervisor to “encourage shared, more participatory decision-making, with regard to issues such as setting school goals, defining problems, designing solutions, managing resources, evaluating success, etc.” (Shaeffer, 1991).

| Table 3 Perceptions of Teachers about Professional Development of Educational Supervisors | | |
|--|-------------|-----------|
| Supervisory Strands/Domain | n=50 | |
| Domain 2: Professional Development | M | SD |
| Creates a culture of professionalism in the school working community | 3.16 | .37 |
| Addresses the need for professional development of teaching and non-teaching personnel | 3.18 | .52 |
| Organizes school-based training and seminars/workshops | 2.48 | .50 |
| Evaluates the appropriateness of trainings done in school | 2.30 | .46 |
| Ensures alignment of teachers’ professional qualifications | 3.32 | .62 |

Table 4 presents the student-centered learning environment that supervisory creates within a school community. Standards leading to quality instruction ($M=3.84, 3.32$) is highly perceived of an educational supervisor by the teacher respondents. It is regarded in these aspects that the promotion of practices such as commendation of efforts ($M=3.24$) allows for a more interactive dimension to supervision that contributes to an effective student-centered learning approach. The modern concept of school administration and supervision

| Table 4 Perceptions of Teachers about Student-Centered Learning Climate created by Educational Supervisors | | |
|---|-------------|-----------|
| Supervisory Strands/Domain | n=50 | |
| Domain 3: Student-Centered Learning Climate | M | SD |
| Benchmarks school performance | 3.28 | .45 |
| Supports quality instruction by establishing high academic standards | 3.32 | .51 |
| Recognizes outstanding learners and teachers | 3.24 | .43 |
| Makes learning interactive by promoting the use of technology in classroom teaching | 3.84 | .37 |

on the other hand, recognizes the child and his growth and development as the center of administrative and supervisory activities. Modern administration and supervision promote the growth of the child and the teacher through stimulation, direction, and guidance.

Table 5 presents the personal and professional attributes and interpersonal effectiveness that are perceived of educational supervisors in the exigency of their functions. Compared with the previous domains adapted from the NCBSSH tool, this domain garnered the highest means for the remainder of the questionnaire. Systematic adherence to set standards ($M=3.52$) and organized manner of dealing with their subordinates based on evidence-based approaches ($M=3.56$) are perceived as supervisory competencies. The contexts by which a school/teacher operates is also perceived as a supervisory function that is attributed to interpersonal effectiveness. Teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching.

| Table 5 Perceptions of Teachers about Personal and Professional Attributes and Interpersonal Effectiveness of Educational Supervisors | | |
|--|-------------|-----------|
| Supervisory Strands/Domain | n=50 | |
| Domain 4: Personal and Professional Attributes and Interpersonal Effectiveness | M | SD |
| Manifests genuine enthusiasm and pride in the nobility of the teaching profession | 3.34 | .47 |
| Conducts himself/herself in a professional manner | 3.48 | .50 |
| Conducts programs and projects that benefit the professional needs of the teaching and non-teaching personnel | 3.44 | .50 |
| Fosters good relation within the educational community by encouraging dialogue and effective communication | 3.46 | .50 |
| Considers the social contexts of situations when dealing with teachers | 3.22 | .41 |
| Deals with integrity, honesty and fairness with different kinds of people | 3.44 | .50 |
| Shows empathy and understands the perspectives of others | 3.46 | .50 |
| Complies strictly with the set guidelines for awards and incentives for extraordinary efforts | 3.56 | .50 |
| Provides systematic and evidence-based mechanisms in dealing with non-performing teaching and non-teaching personnel | 3.52 | .50 |
| Cultivates a good reputation by handling matters with transparency and consistency | 3.44 | .50 |

While addressing the relationship of educational supervision with professional development, a two-way t-test (at 95% confidence interval) was applied to see the statistical difference between the variables. Findings revealed that there is an average significance in the relationship of educational supervision with professional development of teachers. Variables such as effective communication and appropriate delegation

Table 6 Relationship of Educational Supervision with Professional Development

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|---------|--------|----|----------------|-----------------|
| Pair 1 | SUPV | 3.1329 | 50 | .20612 | .02915 |
| | PROFDEV | 2.8880 | 50 | .24297 | .03436 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|----------------|----|-------------|------|
| Pair 1 | SUPV & PROFDEV | 50 | .391 | .005 |

Paired Samples Test

| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
|--------|----------------|--------------------|----------------|-----------------|---|-------|-------|-----------------|------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | SUPV - PROFDEV | .2449 | .24981 | .03533 | .1739 | .3159 | 6.931 | 49 | .000 |

of tasks based on qualifications were perceived as the lowest in the functions of supervisors. With regard to developmental supervision, educational supervisors are asked to do supervisory work from which teachers get immediate support for their professional development. However, interpersonal communication barriers signify all the factors preventing effective communication between people concerning negotiation of the same meaning (Gürüz & Eğinli, 2008, p. 209). Participative management to identify the good practices of teachers is needed to ensure personal and professional development of teachers in assessment, teaching and learning.

To test differences between two or more means among the variables, one-way ANOVA was applied in the data. Results show that among the three domains tested among the clusters, student-centered learning

Table 7 Differences among Educational Supervision Domains/Strands

| ANOVA | | | | | | | | |
|----------|----------------|-------------|-----------|----------------|----|-------------|-------|------|
| | | | | Sum of Squares | df | Mean Square | F | Sig. |
| SUPV | Between Groups | (Combined) | | .510 | 5 | .102 | 2.852 | .026 |
| | | Linear Term | Weighted | .317 | 1 | .317 | 8.885 | .005 |
| | | | Deviation | .192 | 4 | .048 | 1.344 | .269 |
| | Within Groups | | | 1.572 | 44 | .036 | | |
| | Total | | | 2.082 | 49 | | | |
| | | | | | | | | |
| STUDCENT | Between Groups | (Combined) | | .098 | 5 | .020 | .443 | .816 |
| | | Linear Term | Weighted | .008 | 1 | .008 | .180 | .674 |
| | | | Deviation | .090 | 4 | .023 | .509 | .730 |
| | Within Groups | | | 1.957 | 44 | .044 | | |
| | Total | | | 2.055 | 49 | | | |
| | | | | | | | | |
| PERPROF | Between Groups | (Combined) | | .492 | 5 | .098 | 1.662 | .164 |
| | | Linear Term | Weighted | .375 | 1 | .375 | 6.338 | .016 |
| | | | Deviation | .117 | 4 | .029 | .493 | .741 |
| | Within Groups | | | 2.603 | 44 | .059 | | |
| | Total | | | 3.095 | 49 | | | |
| | | | | | | | | |

climates has the least difference ($p = .816, .674, .730$) in supervisory functions. Because of several concerns that a supervisor acts upon, their functions are spread out in both administrative and supervisory roles, which at times, limits the opportunities for them to look closely into the detailed weaknesses ascertaining to the improvement of teaching practice.

Conclusions/Implications and Recommendations

The perceptions of teachers involved in this study regarding educational supervision to provide efforts towards providing leadership to teachers and other educational workers in the improvement of instruction involves educational leadership, professional development, student-centered learning climate, and personal and professional attributes and interpersonal effectiveness. Effective educational leaders help create a climate where teachers can teach and students can learn. Successful school leaders (and teachers) are both highly responsive and highly demanding of others. Contexts and effective communications are also perceived as variables that are necessary for skills which are necessary for an educational supervisor. Findings of this study revealed that teachers perceived that their educational supervisors are open to innovation that reflect enhanced teaching-learning experience which is shown through when teachers are provided the verbal support and objective feedback and/or evaluation to recognize their commitment and involvement in the achievement of key result areas. These can be done through staff development that target the actual needs of teachers in their own contexts. These activities demonstrate effective and efficient modeling and coaching based on theoretically, conceptually acknowledged evidences that relate to teaching practice. Supervision as perceived by the teachers must involve close collaboration and interfacing where classroom and community programs and projects are integrated and consulted through democratic leadership. These can be planned and materialized in a variety of approaches which can include, but not be limited to: utilization of strategic management in training teachers to create a culture of reflective practice and management, encouragement of teachers to be more participatory in the decision-making efforts and plans of the educational institution, provision of avenues whereby teachers are given ample amount of opportunities to grow professionally, alignment of teacher qualifications with actual teaching practice to improve teaching quality and address conflicts in mastery of subject matter, and incorporation of objective and empirically-sound evaluation in evaluating and addressing concerns that hinder teachers' professional development.

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The Characteristics of Effective English Language Teachers as Perceived by Students and Teachers of a Higher Secondary School in Bhutan

Jigme Dorji

Abstract

This paper identifies characteristics of effective English language teachers as perceived by both language teachers and students of a Higher Secondary School in Bhutan. Participants consisted of two randomly selected groups. The first included 8 Bhutanese English teachers and one Indian English teacher, while the second included 10 twelfth grade and 10 eleventh grade high school students from a Higher Secondary School. The data were collected by means of a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. In general, the students' perception on the characteristics of effective English language teachers are comparatively different from the teachers' perception with the students ranking English proficiency the highest in contrast to the teachers grading socio-affective skills the highest. However, both the students and the teachers marked pedagogical knowledge the least. The findings have implications both for current and prospective English teachers.

Keywords: Effective English Language Teachers, English Proficiency, Pedagogical Knowledge, Socio-affective Skills

Introduction

In order for English language teachers to effectively pass messages to the learners, it is important for the teachers to teach effectively and to do so, it is equally important to understand the characteristics of effective English language teachers not only from their own perspectives but also from students'. Park, G & Lee, H (2006) opine that these characteristics consist of several underlying constructs including subject matter knowledge, pedagogical knowledge, and socio-affective skills. Borg (2006) states that the nature of the subject, the content of teaching, methodology, teacher-learner relationship, issues related to being native or non-native speaker of the language, and teachers' personal characteristics affect the identification of effective language teacher characteristics. Generally, English language teachers' reading proficiency, speaking proficiency, the ability to arouse students' interest, motivate, and inspire are also widely believed as the necessary characteristics of English language teachers (Ghasemi & Hashemi, 2011; Ramazani, 2014).

There are number of studies conducted outside Bhutanese context to find out the characteristics of effective English language teachers from the perspectives of either students or teachers but not both. In specific few, among many of these, are targeted on high school students as almost all the studies are carried out from the perspectives of university students. Moreover, there are only countable number of studies conducted in the

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Bhutanese context. Hence, it was felt necessary to survey and find out the characteristics of effective English language teachers in Bhutan from the perspectives of both teachers and students, particularly from a Higher Secondary School.

Therefore, with a purpose to define the characteristics of effective English teachers in terms of subject matter knowledge, pedagogical knowledge, and socio-affective skills, and to compare the characteristics of effective English teachers perceived by different parties of students and teachers, the following three research questions were addressed to guide this study:

1. What are the characteristics of Effective English Teachers as perceived by students?
2. What are the characteristics of Effective English Teachers as perceived by teachers?
3. How is students' perception of Effective English Teachers different from teachers' perception of Effective English Teachers?

Literature Review

There are enough researches conducted to study the characteristics of effective English teachers in various contexts. Buchmann (1984) stated that teachers' command of a foreign language made it possible to use the target language in class, personalize lessons according to students' backgrounds, and facilitate effective lesson planning.

English language proficiency cannot be transmitted to learners if teachers are not equipped with proper pedagogical knowledge (Shulman, 1986). Shulman (1986) claimed that pedagogical knowledge included ideas, concepts, analogies, explanations, and demonstrations used to make the subject matter comprehensible to students.

Studies conducted by Brosh (1996) and Molica & Nuessel (1997) defined socio-affective skills as a trait central to effective teacher characteristics. The importance of these skills has been further recognized by Krashen (1985) and Long (1996). Thus, even though socio-affective skills overlap with pedagogical knowledge in a broad sense, these skills are worth being discussed as an independent category rather than discussed under the category of pedagogical knowledge.

With interviews and a questionnaire consisting of 20 items of teacher characteristics, Brosh (1996) acknowledged the characteristics of effective English language teachers as perceived by high school teachers and students in Israel. While both groups attributed the highest importance to items regarding commanding the target language and teaching comprehensibly, neither the teachers nor the students endorsed items regarding positive attitudes toward native speakers and teaching in the target language. Moreover, the teachers gave more importance than students to items related to developing motivation and research orientation, but the students gave more weight than teachers to items related to treating students fairly and making lessons interesting.

In order to study the characteristics of effective English as foreign language teachers, Park, G and Lee, H (2006) conducted a survey from the perspective of 169 teachers and 339 students in a South Korean school. Their findings showed mismatches between students' and teachers' perspectives. Teachers rated English proficiency higher than pedagogical knowledge while students gave pedagogical knowledge more

importance than English proficiency. Socio-affective skills was rated the least among the three categories by both the groups of respondents.

Chen & Lin (2009) surveyed effective EFL teacher characteristics. 198 students in Tainan and Taiwan responded to the 50-item questionnaire which comprised of effective EFL teacher characteristics such as instructional competence, personality, and teacher-student relationship. Teachers' personality was rated as the most important characteristic by the respondents followed by teacher-student relationship in the second rank. Finally instructional competence received the lowest ratings. There were some disagreements between male and female students, but the study revealed teachers' enthusiasm to teach English, friendliness, open-mindedness, respectfulness, and caring about students as the most important effective English language teacher characteristics.

Barnes & Lock's (2010) qualitative study employed a free writing instrument on 105 freshmen studying at a women's university in Korea. Their finding reported rapport as the most important effective English language teacher characteristic, followed by delivery, fairness, and knowledge and credibility. Furthermore, organization and preparation was rated as the least important characteristic.

There are also few studies conducted in the context of Bhutan. Ministry of Education (2013) conducted a nation-wide *Educating for Gross National Happiness* (GNH) program in 2010 for all teachers across the country to acquire qualities like faithfulness, resourcefulness, punctuality, patience, and interdependence, in order to benefit themselves, their families, workplaces, and local and global communities.

Sherab (2013) conducted an action research on behavioural and cognitive engagement of 29 teacher-trainees in Bhutan. His study reported that teachers' characteristics such as being approachable and caring, and ability to provide active learning opportunities in the class enhanced both behavioural and cognitive engagement of students in the class.

A similar study conducted by Puntai and Wangchuk (2015) surveyed the characteristics of effective English language teachers on 177 students in Bhutan. They found attributes like rapport, fairness, delivery, and organization and preparation as the most important characteristics of effective English teachers in Bhutan. Teachers' knowledge and credibility were also revealed as important characteristics.

Wangchuk (2017) used a semi-structured interview consisting of a set of self-prepared questions for a group of six students who were selected from the total students studying in grade 11 and 12 (research site) using purposive sampling technique. The questions were developed to elicit richer and deeper information about these participants' preferences of ESL teacher characteristics during the face-to-face interviews with them. Besides asking these questions, additional questions were also asked to clarify some of their unclear responses. Part II of the essay writing asked the other six participants (also selected using purposive sampling technique) to write an essay each on effective ESL teacher characteristics to collate and support the data obtained from the semi-structured interview. The analyses of his study revealed three distinct characteristics: ESL teachers' personal qualities, subject-related knowledge, and professional characteristics as effective ESL teacher characteristics.

This present study defined and investigated characteristics of effective English language teachers from the perspective of students and teachers of a higher secondary school in Bhutan. The findings from this study provide a comprehension into effective characteristics of effective English teachers which would be useful for the teachers to consider for them to teach students effectively.

Research Method

This quantitative research method aimed at obtaining information about effective English Language teachers from both students' and teachers' perceptions of a higher secondary school in Bhutan. The present study hypothesized the following three questions:

1. What are the characteristics of Effective English Teachers as perceived by teachers?
2. What are the characteristics of Effective English Teachers as perceived by students?
3. How is teachers' perception of Effective English Teachers different from students' perception of Effective English Teachers?

Participants

Participants of this study were from three groups. The first group of participants were a team of English teachers. There were two male teachers (one was from India and he has taught in Bhutan for 32 years while the other, the Bhutanese teacher, has taught English for ten years) and four female teachers (they have been teaching English to various classes for more than 15 years).

The second group consisted of ten Class twelve students and ten Class eleven students out of which were ten girls and ten boys. Two participants each (one boy and one girl) from each section of Class 12 Science (section A and B), 12 Commerce (Section C and D) and 12 Arts/Media Studies (Section E) and two participants each (one boy and one girl) from each section of Class 11 Science (section A and B), 11 Commerce (Section C and D), 11 Arts/Media Studies (Section E) participated in this study.

All the participants were recruited, based on their willingness and interest to share their thoughts and feelings on effective English language teachers' characteristics.

Data Collection & Analysis

With reference to the data collection, the author personally contacted each of them and enquired whether they would have enough time to complete a questionnaire each. All of them agreed.

In case of the students, the author explained briefly the nature of this study and asked their cooperation by responding to the questionnaire sincerely and honestly. After ensuring their cooperation, the author explained how to answer the questionnaire which had no right or wrong answers. The students were encouraged to ask questions if the meaning of the items were not clear to them. The questionnaires were distributed during the first class in the morning and were told to submit by the end of the day.

Both teachers and students were assured that their responses to the questionnaires would be kept confidential and not be used for other purposes.

| Table 1 Scores for the Three Categories | | |
|---|------------------------|------------------------|
| Categories | Students (in %) | Teachers (in %) |
| English proficiency | 94.73 | 86.97 |
| Pedagogical knowledge | 87.5 | 86.66 |
| Socio-affective skills | 90.2 | 88.42 |

The characteristics of effective English teachers as perceived by different groups were compared on categorical levels: English Proficiency, Pedagogical Knowledge and Socio-affective Skills.

Results

The findings of this study were described with the focus on group comparisons of effective teacher characteristics contributing to students' learning between and within the three categories: English proficiency, Pedagogical Knowledge, and Socio-affective Skills. It is worth mentioning that any conclusions made in these findings should be interpreted with caution because the data were collected at one point in time from one higher secondary school in Bhutan.

Between Categories

For the analyses between categories, the total scores (in %) for the three categories were computed to find the relative importance of the categories, as seen in Table 1. Interestingly, the teachers endorsed Socio-affective Skills, English Proficiency, and Pedagogical Knowledge in order of importance, whereas the students endorsed English Proficiency, Socio-affective Skills, and Pedagogical Knowledge.

The students' higher ranking of teachers' English Proficiency over Pedagogical Knowledge and Socio-affective Skills might be that they wanted the teachers to transfer the message effectively without any inhibitions about how they teach. On the other hand, the teachers might have found teaching easier with those students who have good relations with them. Surprisingly, both the students and the teachers rated Pedagogical Knowledge the lowest and they might have taken this for granted.

Within Category: English Proficiency

The total scores for the items in English Proficiency were computed to investigate the relative importance of the items perceived by each group, as seen in Table 2. In the comparison between the students and the teachers, both groups rated speaking proficiency the highest. The significant difference between the two

| Table 2 Total scores for the Items in English Proficiency as Perceived by Each Group (in %) | | | |
|---|--|-----------------|-----------------|
| Item Number | Items | Students | Teachers |
| | An effective English teacher is someone who: | | |
| 1 | understands spoken English well | 88.75 | 91.66 |
| 2 | knows English culture well. | 80 | 62.5 |
| 3 | reads English well. | 91.25 | 91.66 |
| 4 | has a high level of proficiency with English vocabulary. | 92.5 | 91.66 |
| 5 | writes English well. | 91.25 | 91.66 |
| 6 | pronounces English well. | 88.75 | 87.5 |
| 7 | speaks English well. | 93.75 | 91.66 |
| 8 | is fully conversant with English grammar. | 93.75 | 87.5 |

groups is **knows English culture well** where students and teachers rated (80) and (62.5) respectively. They might have thought it was not important for teachers to know English culture so long as they speak well. In general, the effective teacher characteristics of English Proficiency perceived by the students and teachers are similar to each other.

Within Category: Pedagogical Knowledge

Table 3 shows the mean scores for the 10 effective teacher characteristics in the category of Pedagogical Knowledge reported by each group. Teachers rated – providing activities that arouse students’ – interest in learning English (95.83) and teaching English in English (95.83) the highest while students rated providing opportunities to use English through meaningful activities the highest (90). Teachers might have felt that teaching English in English would keep track of students’ attention in English without diverting to any other language but the students yearn for meaningful activities because activity based teaching must be keeping them active throughout the lesson.

With (75 each), students and teachers graded – **teaches English tailored to students’ English proficiency levels and maintains good classroom atmosphere using authority, if necessary** – the least. Teachers might have conceived that there was no need, in any capacity, to use authority to maintain good classroom.

The maximum difference between the two groups is found in teaching how to learn English outside the classroom. Students might have found learning outside the classroom without the guidance of teachers challenging.

| Table 3 | | Total scores for the Items in Pedagogical Knowledge as Perceived by each Group (in %) | |
|-------------|--|---|----------|
| Item Number | Items | Students | Teachers |
| | An effective English teacher is someone who: | | |
| 1 | prepares the lesson well. | 82.5 | 79.16 |
| 2 | teaches how to learn English outside the classroom (ex. watching the BBS programs etc.). | 80 | 91.66 |
| 3 | uses various materials including video, audio, and multimedia. | 78.75 | 87.5 |
| 4 | teaches English tailored to students’ English proficiency levels. | 75 | 83.33 |
| 5 | maintains good classroom atmosphere using authority, if necessary. | 76.25 | 75 |
| 6 | teaches English in English. | 86.25 | 95.83 |
| 7 | assesses what students have learned rationally. | 80 | 83.33 |
| 8 | teaches English incorporating student’s various learning styles (ex. intravertive and extravertive learning styles). | 81.25 | 83.33 |
| 9 | provides opportunities to use English through meaningful activities. | 90 | 91.66 |
| 10 | provides activities that arouse students’ interest in learning English. | 86.25 | 95.83 |

Within Category: Socio-affective Skills

Table 4 shows the mean scores for the individual items in the category of Socio-affective Skills perceived by each group. Students ranked-- **helps students' self-confidence in learning English well**-- the maximum (93.75) but teachers ranked-- **is helpful to students in and outside the classroom (100)**-- the maximum. While students might have found easier to learn from teachers who help their self-confidence in learning English, teachers might have experienced helping students both in and outside the classroom effective.

| Table 4 Total scores for the Items in Socio-affective Skills as perceived by each Group (in %) | | | |
|---|---|-----------------|-----------------|
| Item Number | Items | Students | Teachers |
| | An effective English teacher is someone who: | | |
| 1 | is helpful to students in and outside the classroom | 85 | 100 |
| 2 | alleviates students' anxiety in English class. | 76.31 | 83.33 |
| 3 | listens to students' opinions. | 91.25 | 95.83 |
| 4 | helps students' self-confidence in learning English well. | 93.75 | 95.83 |
| 5 | is friendly to students. | 88.75 | 87.5 |
| 6 | has a good sense of humour. | 87.5 | 83.33 |
| 7 | Does not discriminate among students and treats them fairly. | 90 | 91.66 |
| 8 | arouses students' motivation for learning English. | 87.5 | 95.83 |
| 9 | has interest in students (example -- remembering students' names) and students' English learning. | 78.75 | 83.33 |

Although alleviating students' anxiety in English class is rated the lowest both by the students (76.31) and teachers (83.33), the difference between the two groups is remarkable (7.02).

Conclusion & Discussion

This study examined the characteristics of effective English teachers as perceived by higher secondary school students and teachers in Bhutan through a self-report questionnaire consisting of three categories of effective teaching: English proficiency, Pedagogical Knowledge, and Socio-affective Skills. In general, the students' perception of the characteristics of effective English teachers is significantly different from the teachers in all three characteristics with the students ranking English Proficiency the highest and the teachers ranking Socio-affective Skills the highest.

These findings have the following implications for current and prospective English teachers in Bhutan. First, considering the student's higher validation of English Proficiency over Pedagogical Knowledge and Socio-affective Skills, in-service and pre-service teacher education programs should focus on improving teachers' English proficiency. Buchmann (1984) stated that the importance of English teachers' English

proficiency cannot be overemphasized because teachers' high proficiency of the target language is necessary to accommodate students' proficiency levels and learning styles in class. This statement leads to a fundamental question: What is the foreign language teachers' optimal proficiency level of a target language? Regrettably, there is no clearly defined professional consensus about this level. However, in-service teachers can be provided with frequent workshops and language courses including the four skills and the Colleges of Education in Bhutan can continue to drill and equip the pre-service trainee teachers with English language proficiency activities.

Second, the teachers' higher endorsement of Socio-affective Skills over English Proficiency and Pedagogical Knowledge implies that teachers should be interactive and helpful beyond the school hours also, in order to help their students learn English effectively. For this, college courses for prospective teachers should be oriented more toward Socio-affective Skills development rather than English Proficiency and Pedagogical Knowledge. Unluckily, the reverse is true in the Colleges of Education in Bhutan with more focus on pedagogy and teaching strategies. For in-service teachers, they should keep up with current social skills by taking short-term training courses, participating in conferences and seminars, and by pursuing higher degrees in developing social skills. This teacher-student relationship approach to teaching will contribute to student learning as well as to the advancement of the domain.

Third, the students' perceptions regarding effective English teachers were significantly different from those held by the teachers. The inconsistency between the perceptions held by the two parties can cause the students to resist the teaching methods and approaches used by their teachers and, in turn, can lead to ineffectiveness in their learning. For instance, the teachers who consider English Proficiency less important and focus more on Socio-affective Skills and Pedagogy can be rejected by the students who believe in the importance of English proficiency.

However, this study is by no means complete and has limitations. Since the data was collected and analysed at one point in time, the conclusions made above should be interpreted with caution. Therefore, following areas can be explored in future research. First, the quantitative findings of this study should be replicated by other participants across academic levels and investigated further through in-depth qualitative analysis. Second, the fundamental reasons for different perceptions regarding effective English teachers held by different groups should be investigated. Third, the relationship between students' perceptions regarding effective English teachers and their achievement needs to be further explored. The findings of this and future studies will contribute to more complete teacher education for English teachers in Bhutan.

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Strategies to Improve the Effectiveness of Committees System in Nigerian University for Universities' Sustainability.

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Abstract

This paper discusses the concept of Committees system in the Universities, reasons for Committees system in the Universities, characteristics of Committees system and the composition of the Committees system in the Nigerian Universities. Since Committees system is indispensable to the University system, the need to have it in the University system becomes a necessity. The paper also identifies some challenges militating against Committees' effectiveness in the Universities environment and discusses the strategies to improve the effectiveness of Committees System in the Universities. The following recommendations are proffered among others; the Universities should ensure that adequate funds are provided for the committees to enable them to carry out their functions.

Keywords: Committee System, Senate, University Sustainability.

1. Introduction

Nigeria is a resource-rich country located in Sub-Saharan Africa. The country had an estimated population of 182.2 million in 2015 according to the World Bank so she is the most populous nation in Africa. Nigeria has the largest economy in Africa with a Gross Domestic Product of \$486.79billion documented by the World Bank in 2016. Obviously, this West African country has a huge potential for growth and development. Aligning with the educational aspirations of all Nigerians, educational development has always been identified as the key to social, economic development of the country (Osunyikanmi, 2016). The Nigerian economy is divided into many sectors. The educational sector in Nigeria takes the form of formal and informal education. The formal education system includes primary/elementary, secondary and tertiary/higher education, as the higher/tertiary education is the highest of all the levels. It includes all levels of education above the secondary or high school cadres. The higher education includes the Universities education that have been described by researchers as the apex of education because it covers all the human endeavours. The history of Universities' education is dated back to 1948 when the first higher institution was established, then followed by the second generation Universities from 1964 to 1970 and the third and fourth generation Universities from 1975 to 1980 and from 1980 to 1990 the fourth generation Universities (Ogunode, Abigail and Lydia, 2019). The National Policy on Education (FGN, 2004), defines Higher Education as the Post-Secondary Section of the National education system, which includes the Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education,

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Advanced Teachers Training Colleges, Correspondence Colleges and such Institutions as may be allied to them. The objectives and aims of higher education in Nigeria include: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2004). These goals are best achieved in the Universities institutions which have been described by many researchers as the apex of educational system.

The University system is structured to function through the statutory Organs which include; the Visitor (Head of State), Deputy Vice Chancellor (Administration), Deputy Vice Chancellor (Academic), Governing Council, Senate, Congregation, all Graduates of the university and Undergraduates of the university. The University Senate is the highest academic decision making body of the Universities. It consists of the Vice-Chancellor; the two Deputy Vice-Chancellors; Provost; Colleges of Health Sciences; Deans of Faculties; Heads of Departments; Directors of Institutes; all professors; the University Librarian; and members of Academic Staff elected by the faculties of congregation or those appointed by the Vice-Chancellor as specified in the University Act. The Senate formulates academic policies which include the organizations and control of all academic activities of the University is the responsibility of the University Senate. The Senate is presided over by the Vice Chancellor. The Senate is, however, advised in academic matters by Boards of Colleges and Faculties. It has the paramount responsibility of organizing and controlling teaching in the university, the admission of students, and the discipline of students and of promoting research. It receives and decides on the recommendations and reports from the Board of Faculties and all other academic units.

In order to make the Universities' system efficient and effective the committee system was introduced into its operation and management. According to Okotoni, and Adegami, (2013) the use of Committees was entrenched in the Laws/Acts establishing Nigerian Universities as indicated in the University of Ibadan Act of 1962 which states that: "Anybody or persons established by the Act shall without prejudice of the generality, shall have power to appoint committees consisting of members of that body and subject to the provisions of sub-section(7) of section four of this Act to authorize committee established by it to exercise, on its behalf, such of its functions as it may determine". In the management of higher institutions, Committees play very important roles in the decision making process. This is because as democratic establishments, Universities' decisions on governance must reflect the opinion of a cross section of the staff if such decisions are to be accepted. This explains why many institutions in the country have established many Committees to assist management in arriving at useful and meaningful decisions that can facilitate the proper management and growth of the university system of education. Ede (2000) describes Universities as international communities engaged in the daily business of the search for knowledge and truth. Ogunmodede (1981), states that authority of governance of Nigerian Universities is derived from an external source - The Visitor, who invariably is the President in the case of a Federal University and the Governor in the case of a State University. According to Daudu (1986), the management of such complex organization requires participation through the Committee System because of the bureaucratic, collegial and political models that are applicable to them. In view of the importance of the Committee System in Universities' management, it is therefore necessary to come up with suggestion, to improve the effectiveness of Committees System in the Universities.

2. Concept of Committee system

Oyeyinka (2010) defines Committee as persons elected or appointed and to whom any matter or business is referred to, in order to discuss and take decision on it. The Committee is guided by the principle of collective responsibility as they are to work together for a common goal or task given to them. Committee is seen as part and parcel of an organization and is indispensable in the smooth running and aiding of administrative progress of the organization. Adefiwitan (2006) describes Committee as a group of people gathered together to take action on an administrative task, that is, a group of persons to whom some organizational matters are committed. In this regard, the Committee is a group of individuals saddled with the responsibility of performing certain or defined tasks within an organization. Badderston (1974) cited in Igwe (2010) observes that committees are sets of institutional devices which are parts of the mechanism for governance and decision making. The committee network as a management device provides an organizational structure that is additional to line managers and general staff. The headship of an organization is helped or assisted by committees in shedding administrative weight and burden which could lead to inefficiency and under productivity. Nwachukwu (1988) sees Committee as a device for achieving coordination of activities and sharing information among various departments and divisions of organization. Nwachukwu (1988) describes a committee as a device for achieving coordination of activities and sharing information among various departments and divisions of an organization. He further states that committee decisions help to promote better coordination in an organization. From the above, Committee System of the University can be seen as the micro unit of the senate or councils of the University System that aids in the decision making of the Universities of the purpose achievement of the University goals.

3. Reasons for Committee System

Committees are simply indispensable in large organizations especially in higher education systems because it is not possible for the Head of the institution or organization to carry out all the responsibilities required to move the organization forward. Committee System is a way of democratization and carrying everybody along in a decentralized system. The Committee System gives everyone in the system some sense of belonging, as they see themselves as being part of the decision-making process.

3.1 Achievement of Universities Goals

The Committee System is institutionalized in the University system with the aims of achieving the objectives of the Universities. According to Ojo (2012) the Committees System of the Universities also help the Universities in the achievement of its major goals. He further stated that committees are set up within the Universities to help coordinate and oversee how various programmes of the Universities will be achieved.

3.2 Decision Making

Another reason for the existence of the Committees System in the Universities environment is to help in making decision from their findings. Ikenwe (1998), highlighting the work of Foxworthy (1971), wrote that the primary motive of instituting the Committee System in institutional governance has grown out of the major concern for democratizing decision making in those institutions and a recognition of the need for more broadly based decision making as universities become more complex. This explains why many

institutions in the country established many committees to assist its management in arriving at useful and meaningful decisions that can facilitate the proper management and growth of the university system of education.

3.3 Exchange of ideas

The exchange of ideas between professionals, on issues confronting the Universities, is another reason why the Committees System was institutionalized in the Universities' communities. Weihrich et al., (2008) assert that matters given to the Committee are for purposes of information, advice, and interchange of ideas or decisions. Thus, the Committee keeps the people in an organization informed about the organization's activities, advice the organization and coordinate the affairs and activities in an organization. A Committee is believed to be efficient and committed in the performance of its duties and particularly in matters concerning details. Forsyth (2006) posits that the committees are "effective decision-makers" which perform better than the individual in the act of decision making. Forsyth further stresses on the effectiveness of the group (committee) in, that groups undeniably have advantages over individual as the collective power of a group is incomparable with individual capability. A group can draw on the collective memory of all its members, that is, groups have wider memory to work upon while an individual making a decision can only draw on his or her own memory. In essence, solutions to problems or questions can often be more easily solved when different group members recall how things were handled in the past and relate it to the present task.

3.4 Transfer of Responsibilities

Another reason why the Committee System was introduced to the Universities' system is to help transfer responsibilities from the Vice-Chancellor to others within the principal officers. Committees System is to help decentralize the power of the Vice-Chancellor and also help institutionalized checks and balances in the Universities system.

Good Committee System can offer a number of important benefits to Universities, including:

- Better Universities strategies and plans
- Improved operational and process effectiveness/efficiency of the Universities
- Improved project management and delivery system of the Universities
- More prudent regulatory compliance, financial and risk management
- Improved member and stakeholder/employee engagement and communication flow
- Increased agility to which an organization can deliver on its purpose and goals

Effective committee structures allow Universities to create values, through innovation, development and exploration, and provide accountability and control systems commensurate with the risks involved.

4. Characteristics of Committee System in Nigeria

In a University system, for example, the Vice-Chancellor is the chief executive officer of the university. As the number one academic officer of the institution, the Vice-Chancellor cannot, just in a fiat, take decisions on very important matters which affect all students and staff. All universities have a body called the Senate

which comprises of all the Professors of the Institution, Provosts, Deans, Institutes Directors, and Heads of Academic Departments. The Senate, headed by the Vice-Chancellor, sees to all academic matters of the University. As comprehensive and representative as the Senate appears to be, many of its decisions are based on the recommendations from the various faculties and committees. The characteristics of Committee includes:

1. Committees are usually made of small body or a small group of persons that have been put together for carrying out some specific assignments with the aim of achieving some University's goals.
2. Members of the Committee are selected on the basis of their specialization or expertise in the area in which the Committee is to be involved. For example, membership of a Curriculum Review Committee would be expected to have specialists in Curriculum Development.
3. A committee is usually composed of a superior officer – usually the chief executive of a University and Senate members.
4. In a University System, the Vice-Chancellor presides over several committees. The Vice-Chancellor, as the Chairman of Senate, in consultation with the DVCs, decides which committees are to be set up to carry out certain functions for Senate.
5. The Business Committee of Senate generally previews all academic matters which come to Senate from various faculties. In many cases, only academic matters which have passed through the Business Committee of Senate can be brought before Senate.
6. The same is true for the Academic Programmes Planning Committee. No academic programme can be presented to Senate for approval by any faculty until the programme has successfully passed through the crucible of the Academic Programmes Planning Committee.
7. Committees are guided by terms of reference provided by the appointing authority. No committee is allowed to go beyond its jurisdiction (NOUN, 2007).

5. Types of Committee Systems in Universities

There seems to be no hard and fast rules about the nature of committee in systems organizations. Generally, committees are either ad-hoc, standing or constitutional/statutory.

Ad-hoc Committees are appointed for a particular short term task and dissolved after completing the task.

Standing Committees meet throughout the life span of the body appointing them – studying and making recommendations concerning the well being of the organization.

Constitutional Committees are generally statutory as contained in the instruments establishing the organization. In other words, committees are an integral part of organizations. In higher education, there are all kinds of committees some of which are called by different names like Boards or Panels. Whether Panels, Boards, or Committees, they all perform very similar functions in higher educational organizations. Universities in Nigeria are run through committees which are either responsible to the Council or the Senate. Some of these Committees are:

1. Finance and General Purpose Committee
2. Development Committee

3. Appointment and Promotion Committee (A&PC)
4. Admissions Committee
5. Academic Planning Committee
6. Committee of Deans
7. Research Grants Committees
8. Research and Publication Committee
9. Ceremonies Committees etc.;

Each of the Universities has between twenty and sixty committees. Each of such committees is supposed to specialize with regard to the terms of reference and focus of activities (NOUN, 2009).

5.1 Admissions Committee

At the University of Benin, it is called the University Admissions Board (UAB). This committee is one of the several committees of the Senate. It is made up of representatives of all the faculties, colleges, schools and institutes. It is headed by a senior academic, generally of the rank of professor, who is appointed by the Vice-Chancellor in consultation with the committee of Deans and the Principal Officers of the University. Using the criteria which have been stipulated by Senate, the Admissions Committee collates all the applications and recommends for the approval of Senate, the admission of students into the various departments of the respective faculties, (NOUN, 2007).

5.2 Examination (Post-UME) Committee has come into existence

When the University has set its cut-off mark for the University Matriculation Examination (UME) conducted by the Joint Admissions and Matriculation Board (JAMB), all candidates who are selected in the University as 1st and/or 2nd choice and meet the cut-off mark, they are also required to also apply for the Post-UME screening exercise of the particular universities which they have chosen. This screening exercise is conducted by a committee specially appointed for that purpose. Unlike many other committees which are standing, the Post-UME committee is not a standing committee. It normally stands to be dissolved as soon as its Chairman submits the Post-UME and Post-Direct Entry (PUDE) screening results to the Vice-Chancellor who in turn hands the result to the chairperson of the University Admissions Board (UAB) for the admission exercise (NOUN2007).

5.3 A Students' Disciplinary Committee (is only empowered to investigate disciplinary matters which have been referred to it by the Dean of the Faculty).

After investigation, all students involved are then invited for questioning and fair hearing, after which recommendations are made to the appropriate authorities for implementation. Quite often, many accused persons misunderstand the characteristics and limitations of committees' particularly disciplinary or fact-finding committees. Disciplinary committees can only make recommendations and not punish offenders. It is the appointing authorities that have the power to punish any offender who may have been found culpable by the committee. Most committees are also characterized by time limitations –they are not permanent structures (NOUN2007).

6. Challenges of the Committees System

- The Vice-Chancellor chairs too many committees to allow for maximum efficiency and the optimization of his abilities;
- Considerable delays and postponement/cancellation of meetings occur to the detriment of quick decision making and speedy implementation of needed administrative decisions;
- Frequent cancellation of meetings by the Vice-Chancellor due to conflict of engagements within the university or the fact that the Vice-Chancellor travels or deliberate manipulation by the Chairman to discuss certain issue, or due to other reasons connected with the Chairman.
- Overlapping membership of some committees and pre-occupation of committee members. As such some meetings may not form quorum, which often results in cancellation and postponement of meetings.
- Inadequate funds to carry out their assignment as scheduled.

7. Strategies to Improve the Effectiveness of Committees System in Nigerian Universities for Sustainability

7.1 Define the Functions of the Committees

One of the strategies to improve the effectiveness of Committees System in the University system for sustainability is to structure the committee with clear function. First, identify the function you want a committee to perform—typically, a specified role in a well-defined set of critical decisions. Then establish the committee and give it an appropriately defined charter. The reduction of a host of ill-defined committees, adopted a handful of ironclad rules. A committee should exist only if it plays an explicit role in decisions that have a material impact on the University's performance and objectives, and only if good recommendations or decisions require diverse perspectives from departments and functions.

7.2 Professionalism should be used to set up Committees and Time-Frame should given.

The setting up of any Universities committees clearly has to match the committee's functional requirements: the right skills, seniority levels and representation from relevant functions or departments. But that is only the start of getting the committees composition right. Size, for instance, is a critical variable. Though some committees may need more members, Bain research suggests that six or seven people is usually the best number for a committee. More than that and the committee's effectiveness is likely to drop sharply. The group has to include at least one respected, experienced individual who can serve as chair and another who has the communication and attention-to-detail skills required for a recording secretary. Equally important: a reasonable workload. Committees can't function when their members are spread too thin. Put strict limits on the number of committees executives can serve on. Spell out expectations about how much time the committees will require. It's often helpful to have term limits on individual committee service. Term limits not only spread the responsibility, they ensure that the same people aren't always required to be on every committee.

7.3 Committee Rules should be used to manage the affairs of the Committee Members.

The use of Committee's rules to manage and coordinate the activities of Committee members will help to committee member to be focused and be disciplined in the meeting. Some committee meetings quickly degenerate into talk fests and socializing. Even those that ostensibly focus on business matters can get on

the wrong track. One antidote to this lack of focus is to build agendas around the key decisions. The most effective organizations typically draft agendas prior to the meeting that specify the purpose of the meeting and the time allocated to each item. Meeting organizers circulate the agendas and supporting documents at least 48 hours beforehand. At the meetings themselves, the chair ensures good discipline, often including the use of symbols and reminders that help keep everyone on track.

7.4 Capacity Development

Another strategy to improve the effectiveness of Committees system for Universities' sustainability is by organizing training and retraining programme for the Committee members. Most committee members have some weaknesses in terms of carrying out committee activities. A training program allows them to strengthen their skills that each member needs to improve. A development program brings all members to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within their assignment that rely heavily on others to complete basic work tasks. According to Ogbomida 1, Obano, Emmanuel (2013), University management team should always organize workshops, seminars and retreats for committee members. At such retreats, the vision and mission of the university should be reechoed to members in order to serve as their guiding principles while discharging their responsibilities. The various committees should work collaboratively while their activities should be periodically reviewed by the university authority.

7.5 Adequate Fund

The provision of adequate fund for the Committee members by the management is another strategy to make the Committee system to be effective in discharging their assigned functions. Ojo (2012) supported this view when He recommended that the Universities should ensure that committees set up in the Universities should be given enough funding and incentives.

Conclusion/Recommendation

In the management of higher institutions, committees play very important roles in the decision making process. As a democratic establishment, university decisions on governance must reflect the opinion of a cross section of the staff if such decisions are to be accepted. Many institutions in the country established many committees to assist in arriving at useful and meaningful decisions that can facilitate the proper management and growth of the university education. This paper discusse the concept of Committee system in the Universities, reasons for Committee system in the Universities, characteristics of Committee system and the composite of the Committee system. Since Committee system is indispensable to the University system, the need becomes a necessity. The paper also identifie some challenges militating against Committee effectiveness in the Universities environment and discusses the strategies to improve the effectiveness of committee system in the University system. For the way forward of our public universities, the following recommendations are made. They include:

- The Vice-Chancellor and the council should always define the assignments given to committees in the Universities.
- The Vice-Chancellor should always appoint Committee Members on merit using their professionalism, experience, and knowledge.

- The Chairman of every committee should use Committee's rules to manage and coordinate the activities of Committee Members. This will help Committee Members to be focused and be disciplined in the meeting.
- The Universities should organize training and retraining programme for the Committee members to boost their performance
- The provision of adequate funds for the Committees by the management is another strategy to make the Committee system to be effective in discharging their assigned functions.

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Practices and Challenges of Teachers' Performance Appraisal in Secondary Schools of Goro Woreda, Bale Zone, Oromia

Dr. Bezabih Wondimu

Abstract

The purpose of this study is to assess the practices and challenges of teachers' performance appraisal in general secondary schools of Goro Woreda, Bale Zone, Oromia. Mixed research methods, more specifically concurrent triangulation design has been used to realize the study. Questionnaires, interview and document analysis have been used as data collection tools. The finding of the study indicated that the criteria of teacher performance appraisal do not initiate teachers, not planned on appropriate time and based on teachers' rank and there is no pre and post appraisal discussion with teachers and also lack of necessary knowledge of the appraisers on the criteria, lack of necessary training of appraisers, teachers' attitudes and perception towards teachers' performance appraisal challenges were identified. Organizing necessary training on teachers' performance appraisal for teachers, principals and department heads, organize seminars, workshops and other in- service courses on guidelines of teacher performance appraisal and assigning adequately trained appraisers in the successful implementation of the process, are some of the recommendations made.

Key words: Practices, Challenges. Teachers' Appraisal, Performance and Secondary Schools

Introduction

Background of the Study

An organization, whether the social service provider or manufacturing enterprise, needs human and non-human resources to achieve the goals for which it is established. Of these resources, the human side is the most valuable and critical for the successful realization of the desired organizational objectives. This is because it is the human resource that supplies the talent, skill, and efforts which enables one to utilize all other resources effectively and efficiently (Martin & Tricia, 2000).

Performance appraisal system is an important constituent of the whole human resource management function in the civil service (The Republic of Kenya, 2008). The appraisal predicated upon the principle of setting agreed performance targets, work planning, reporting, and feedback. Republic of Kenya (2008) indicates that Performance Appraisal System (PAS) program should consist of the following; Setting of performance targets, work planning, values, and monitoring, competency assessment, evaluation, and end of year appraisal. Likewise, Teachers' Service Commission (2015) gives direction that the Commission determines the intervals of conducting appraisals in the educational institutions.

In Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: **poor (25-49%)**, **acceptable (50-74%)**, **very good (75-94%)** and **excellent**

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(95-100%) based on teachers' result on key, major, and minor tasks (MoE, 2004). Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: **beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher** (MoE, 1996). As Wondosen (2007) states TPA has different problems. His findings indicated that the appraisers' bias, un-relatedness of performance criteria for teachers' job and negative attitude of appraisers to accept negative feedbacks from their appraisers are some of the problems related to TPA.

From the above discussion, one can understand that the current system of the TPA has a number of problems as described by the findings of different studies mentioned so far. But to the researchers' knowledge, no recent study has been conducted for the knowledge part about the purposes of TPA among all relevant stakeholders at secondary school level in the study area. Moreover, the researcher, working as teacher, as Woreda Education office expert and also a member of the management committee, in Goro Woreda education office, observed dissatisfaction by teachers in the overall process of Teacher Performance Appraisal.

Thus, addressing the issue of Teacher Performance Appraisal and whether the implementation was consistent with the presumed purposes is a timely and important issue, given the ever increasing emphasis to improve the quality of education. Hence, the purpose of this study is to assess whether the criteria established to evaluate teachers' performance are relevant, whether those that directly involve in TPA have adequate knowledge over its purposes, whether there is convergence between the intended purpose and the addressed purposes in the implementation of TPA in secondary schools of Goro Woreda and to assess the challenges of teachers' performance appraisal and thereby to suggest possible solutions for tackling the problems. In order to address the purpose of the study, the following basic research questions were raised and answered in the course of the study.

1. How adequate are the criteria of TPA to evaluate teachers' performance?
2. What are the major challenges that appraisers and leaders encounter in adopting the current system of TPA?

Theoretical Framework of the Study

The productivity of employees in any organization fluctuates from one point to another; one of the reason of this fluctuation depends on the performance appraisal system. To realize the objectives of the study, among many theories of performance appraisal, the expectancy theory was used. Expectancy theory, which was developed by Yee and Chen (2009), is based on four assumptions that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. The expectancy theory, based on these assumptions, has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence). Expectancy is a person's estimate of the probability that job-related effort will result in a given level of performance.

The study is, thus, based on the Performance Appraisal Model by Yee and Chen (2009). According to Yee and Chen (2009), performance appraisal is used by an organization to reward and develop the human resource

of the organization to ensure that the organization runs smoothly and grows. The Performance Appraisal Model proposes an annual appraisal system, whereby every year, staff are required to fill up yearly work plan to report on the progress of the tasks assigned as agreed upon at the beginning of the year. Because of Yee and Chen, performance model is a good model as related to other models for identifying the practices of Teachers' Performance Appraisal in secondary schools, and taking this into account, the researcher chooses the Yee and Chen performance model as a theoretical framework of the study.

Conceptual Framework

This approach helps the teacher to involve in the appraisal exercise. The figure below shows conceptual framework of the study. The conceptual framework shows that the themes of independent variables (appraisers' knowledge, teacher characteristics, appraisers' attitudes towards Teachers' Performance Appraisal, Practices and Teachers' Performance Appraisal criteria) are used in an attempt to elaborate deeply the extent to which they can create an effect on Teachers' Performance Appraisal.

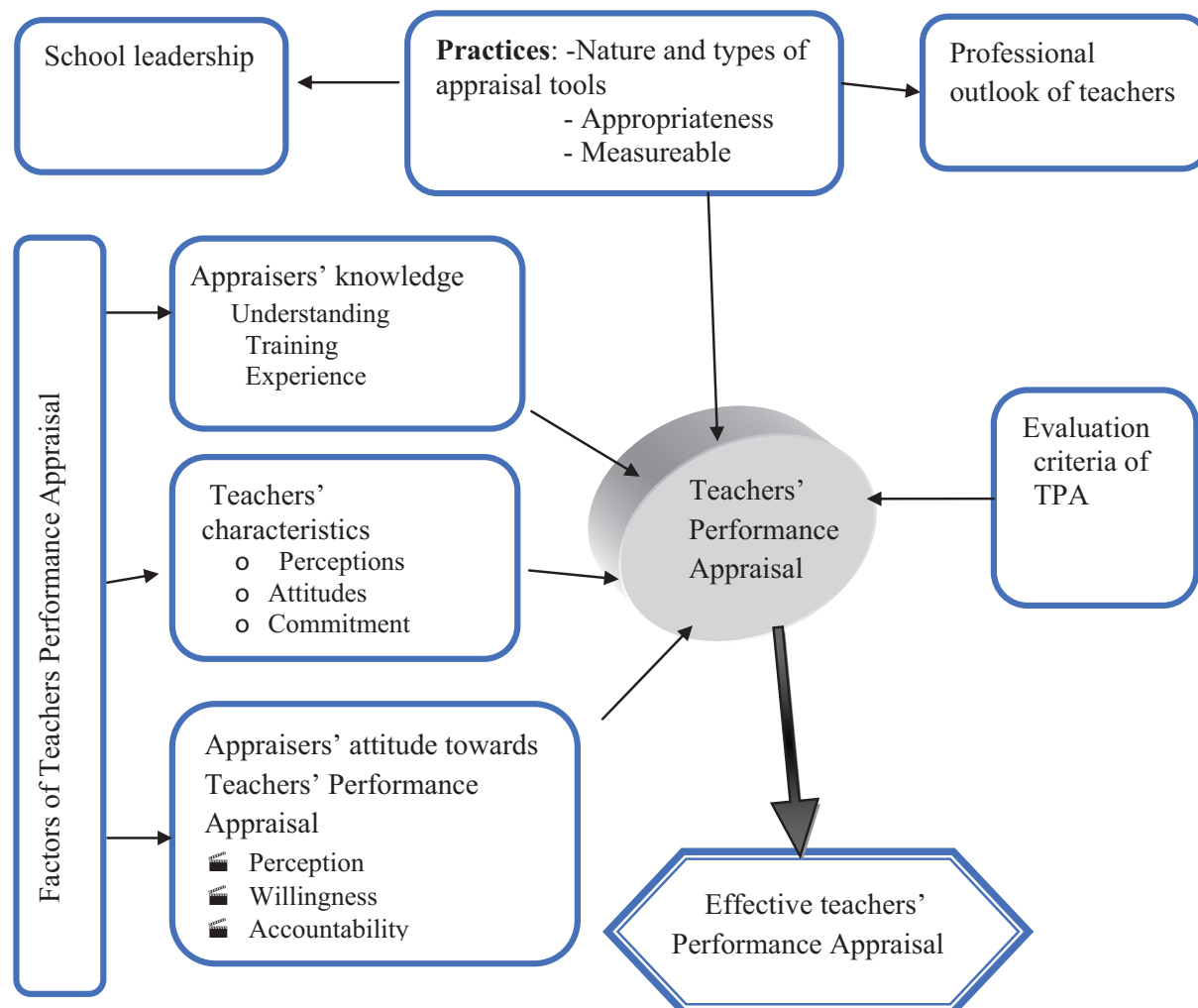


Figure 1. The conceptual framework of practice and challenges of TPA.

According to Shields & Rangarajan (2013), a conceptual framework is an analytical instrument with some variations and contexts used to make distinctions and organize ideas in a meaningful yet simplified way. Thus, the conceptual framework above shows a diagrammatic representation of inter-relationship between independent and dependent variables of the study. Moreover it attempts to explain the relationship that exists between the independent and dependent variables that all put together, create an impact on Teachers' Performance Appraisal in any given organization. Considering all the variables mentioned, it is the dependent variable (Teachers' Performance Appraisal) that was the primary interest for this study.

Research Design and Methods

Methods and Design used

Mixed methods (both quantitative and qualitative methods) were employed. More specifically, concurrent triangulation mixed research design was employed due to the nature of the problem. The researcher believed that for a better understanding of the issue covered in the study, concurrent triangulation design was employed. Because this method helps the researcher to see the issue under study both from the quantitative and qualitative perspective.

Target population, Sampling Techniques and Sample Size

This is a complete enumeration of all items in the population as used in a study. Thus, it is the population, which the researcher intends to generalize his/her findings (Nkpa 1997 & Orodho 2008). The total population for this study was 87, which comprised of three general secondary schools of Goro Woreda of Bale zone, Oromia. The researcher targeted all the total teachers (71), department heads (11) and three principals in all the three schools and also secondary school supervisor and one Woreda Education expert as part of the target population.

Thus, all members of those units (teachers and department heads) were taken as source of data. On the other hand, secondary school principal selected by purposive sampling techniques, secondary school supervisor and vice principals selected by available sampling and one Woreda Education expert working in the area of Teachers' Professional Development was selected purposefully to get pertinent and explicit information.

Instruments of Data Collection

According to Wellington (2000), in carrying out a research, a researcher should use methods, which provide high accuracy, generalizability and explanatory power with minimum management demands with administrative convenience. To this effect, questionnaire and interviews were used as data gathering tools.

Method of Data Analysis

Both quantitative and qualitative methods of data analysis techniques were employed and the data collected was analyzed using the SPSS program. The Quantitative data were processed by entering the data into the computer to run descriptive analysis through frequencies, percentages, mean and standard deviation (SD). Whereas, data collected through open-ended questions in the questionnaires and interview were analyzed qualitatively through narration, direct quotation and paraphrasing of the response of the respondents.

Data Presentation, Analysis and Interpretation

1. Teachers' Performance Appraisal Criteria

As stated earlier, one of the objectives of this study was to analyze the relevance of the criteria used to evaluate teachers' performance in secondary schools. Hence, to address this research objective, relevant questions to the issue were organized and distributed to collect reliable data from the respondents. As a result, the collected quantitative and qualitative data with respect to this issue are presented, analyzed and interpreted in the following section (Table 1).

| Table 1 | | Responses on objectivity of Teachers' Performance criteria | | | | | | | | | | | |
|---------|--|--|------|----|------|----|------|----|------|----|------|-----------|----------|
| SN | Description | Scales | | | | | | | | | | \bar{X} | δ |
| | | SD | | D | | U | | A | | SA | | | |
| | | f | % | f | % | f | % | f | % | f | % | | |
| 1 | Measures teachers' professional competence | 5 | 6.3 | 8 | 10.0 | 6 | 7.5 | 44 | 55 | 17 | 21.3 | 3.75 | 1.097 |
| 2 | Promotes teachers motivation to work | 4 | 5 | 19 | 23.8 | 9 | 11.3 | 26 | 32.5 | 22 | 27.5 | 3.54 | 1.26 |
| 3 | Helps teachers to improve their academic qualification | 4 | 5.0 | 14 | 17.5 | 8 | 10.0 | 41 | 51.3 | 13 | 16.3 | 3.56 | 1.11 |
| 4 | Initiates teachers to stay in their profession | 14 | 17.5 | 41 | 51.3 | 7 | 8.8 | 16 | 20.0 | 2 | 2.5 | 2.39 | 1.07 |
| 5 | Promotes research done privately or in groups | 2 | 2.5 | 12 | 15 | 10 | 12.5 | 47 | 58.8 | 9 | 11.3 | 3.61 | .961 |

Source: Field survey, 2019

As shown in Table 1 above, regarding the objectivity of Teachers' Performance criteria, measures teachers' professional competence, the majority 61(76.3%) of the respondents agreed that teachers' performance criteria measures teachers' professional competence, while 6(7.5%) of them responded that they had no idea on the issue. The remaining 13(16.3%) of the respondents responded that they did not agree on the issue. The calculated arithmetic mean value also showed 3.7 with a standard deviation of 1.0. Therefore, this indicates that teachers' performance criteria measures teachers' professional competence. The Performance reflects specific activities called key result area which must be carefully identified, clearly understood and mutually agreed upon by both evaluators' and evaluates as critical for the realization of the desired outcome for the job. In short, the criteria are statements of standards against which an employee's competency in performing specific activities is measured (Pinnington & Tonny, 2000:99)

As indicated in the above Table item 2, almost majority 48 (60.0%) of the respondents agreed that the criteria promotes teachers' motivation to work, while the rest 9(11.3%) responded they had no idea of the issue. The remaining 23(28.8%) of the respondents responded that they did not agree on the issue. The

calculated arithmetic mean value also showed 3.5 with a standard deviation of 1.2. Therefore, this indicated that Teachers' Performance criteria promotes teachers' motivation to work.

As shown in item 3 in Table 1 above, concerning the criteria - helps teachers to improve their academic qualification - 54(67.6%) of the respondents agreed that criteria helps teachers to improve their academic qualification in this aspect, while 8(10.0%) responded that they have no idea about the issue. The remaining 18(22.5%) indicated that they did not agree on the issue. The calculated arithmetic mean value also showed 3.5 with a standard deviation of 1.1. Therefore, this indicated that the criteria of Teacher's Performance Appraisal helps teachers to improve their academic qualification.

Regarding the criteria – initiates teachers' to stay in their profession – majority of the respondents representing 55(68.8%) of respondents indicated that they did not agree on the issue that criteria initiates teachers' to stay in their profession with this aspect, while 7(8.8%) responded that they have no idea about the issue. The rest 18(22.5%) agreed that the criteria initiates teachers to stay in their profession. The calculated arithmetic mean value also showed 2.3 with a standard deviation of 1.0. Therefore, this asserted that criteria did not initiate teachers to stay in their profession.

As depicted in item 5 in Table 1, regarding the criteria– promotes research done privately or in groups - 56(70.1%) responded that they agreed the criteria promotes research done privately or in groups in this aspect, while 10(12.5%) of them have not an idea of the issue. The rest 14(17.5%) responded that they did not agree on the issue. The calculated arithmetic mean value also indicated 3.6 with a standard deviation of 0.9. Therefore, this showed that criteria of Teachers' Performance Appraisal promotes research done privately or in groups.

Similarly, interview question was presented to Woreda Education expert, Principals and Secondary School Supervisors. They all responded in similar ways. For instance, one of the Woreda Education experts expressed his view as follows:

“The current Teachers' Performance Appraisal criteria objectively measures teachers' professional competence, motivates teacher to work and also promotes to conduct research done privately or in groups to solve problems that hinder effective teaching and learning process in particular and educational problems in general. But like the respondents of the questionnaire they responded that the criteria did not initiates teachers to stay in their profession (Ex, Feb.2019).

2. Problems Encountered in the Implementation of Teachers' Performance Appraisal System

The second research question, which addressed in this study, was to analyze the problems encountered in the implementation of Teachers' Performance Appraisal in secondary schools. In addition, the findings of the data were viewed along the mean value, 1-1.66 as highly influence, 1.67-2.33 as medium influence and 2.34-3.0 as low/no influence Likert (1932) & Oppenheim (1992)

This part of the study displays that the items with regard to the problems encountered in the implementation of Teachers' Performance Appraisal in sampled secondary schools. Whatever attempts are made at various levels, it is meaningless unless the degree of problems encountered in the implementation of Teachers' Performance Appraisal is identified and the intervention mechanisms are provided for schools.

| Table 2 Responses on problems encountered in Teachers' Performance Appraisal | | | | | | | | | | |
|---|---|--------|------|--------|------|--------|------|-----------|------|------------------|
| SN | Description | Highly | | Medium | | Low/no | | \bar{X} | | Description |
| | | F | % | f | % | f | % | | | |
| 1 | Lack of necessary knowledge of the appraisers. | 51 | 63.8 | 24 | 30 | 5 | 6.3 | 1.43 | .612 | Highly influence |
| 2 | Lack of necessary training | 51 | 63.8 | 25 | 31.3 | 4 | 5.0 | 1.41 | .589 | Highly |
| 3 | Lack of pre-appraisal discussion between teachers and appraisers | 22 | 27.5 | 30 | 37.5 | 28 | 35.0 | 2.10 | .805 | Medium influence |
| 4 | Lack of post- appraisal discussion between you and your appraisers. | 18 | 22.5 | 51 | 63.8 | 11 | 13.8 | 1.91 | .599 | Medium influence |
| 5 | Lack of transparency of the appraisers | 25 | 31.3 | 43 | 53.8 | 12 | 15.0 | 1.84 | .665 | Medium influence |

Source: Field survey, 2019

With **Item 1 of Table 2**, the respondents were asked to give their opinion that the extent to which lack of necessary knowledge of the appraisers, influences the implementation of Teachers' Performance Appraisal. Accordingly, majority 51(63.8%), of the respondents responded that lack of necessary knowledge of the appraisers highly influences the implementation of Teachers' Performance Appraisal. While 24(30%) of them responded that lack of necessary knowledge of the appraisers' medium influences on the implementation of Teachers' Performance Appraisal. The rest 5(6.3%) of the respondents responded that lack of necessary knowledge of the appraisers had low/no influence on the implementation of Teachers' Performance Appraisal. The calculated arithmetic mean value also showed 1.43 with a standard deviation of 0.61. The mean value of the item is 1.43 which is in the range of high level of influence. Therefore, this showed that lack of necessary knowledge of the appraisers highly influences the implementation of Teachers' Performance Appraisal in sampled secondary schools.

In **Item 2 of the Table 2**, respondents were asked to rate the extent to which lack of necessary training of the appraisers influences the implementation of Teachers' Performance Appraisal, majority 51(63.8%) of the respondents replied that the degree to which lack of necessary training of the appraisers influences is high. Small number, 4(5.0%) and 25(31.3%) of teachers answered that the extent to which lack of necessary training of the appraisers influences the implementation of teachers, is low/no and medium respectively. The calculated arithmetic mean value also showed 1.41 with a standard deviation of 0.58. The mean of the item is also 1.41, which were in the range of high level of influence. Therefore, this showed that lack of necessary training of the appraisers, influences the implementation of Teachers' Performance Appraisal.

In **Item 3 of the same Table 2**, respondents were asked to rate the extent to which lack of pre-appraisal discussion between teachers and appraisers, influences the implementation of Teachers' Performance Appraisal. Accordingly, 22(27.5%) and 28(35.0%) of teachers answered that the extent to which lack of pre-appraisal discussion between teachers and appraisers influences the implementation of Teachers' Performance Appraisal is highly influenced and low/no influence respectively. On the other hand, the majority 30(37.5%)

of the respondents replied that the degree to which lack of pre-appraisal discussion between teachers and appraisers influences the implementation of Teachers' Performance Appraisal is medium influence. The calculated arithmetic mean value also showed 2.10, with a standard deviation of 0.85. The mean of the item 2.10, also found in the range of medium level of influence. Therefore, this showed that lack of pre-appraisal discussion between teachers and appraisers were medium level of influence in the implementation of Teachers' Performance Appraisal.

In the same **Item 4 in the Table 2**, respondents were asked to rate the extent of lack of post-appraisal discussion between you and your appraisers. Small number, 11(13.8%) and 18(22.5%) of teachers answered that the extent to which lack of post-appraisal discussion between you and your appraisers influences the implementation of teachers' performance is low/no influence and high influence respectively. On the other hand, the majority 51(63.8%) of the respondents replied that the degree to which lack of post-appraisal discussion between you and your appraisers influences the implementation of Teachers' Performance Appraisal is medium level. The calculated arithmetic value also showed 1.91 with a standard deviation of 0.59. Therefore, this indicated that lack of post-appraisal discussion between you and your appraisers were medium influence in the implementation of Teachers' Performance Appraisal.

Regarding **Item 5 in the Table 2**, respondents were asked to rate the extent of the lack of transparency of the appraisers in Teachers' Performance Appraisal. Accordingly, 12 (15.0%) and 25(31.3%) of teachers responded that the extent to which lack of transparency of the appraisers influences the implementation of Teachers' Performance Appraisal is low/no and high respectively. On the other hand, the majority 43(53.8%) of the respondents replied that the degree to which lack of transparency of the appraiser influences the implementation of Teachers' Performance Appraisal is medium. The calculated arithmetic mean value is 1.84 with a standard deviation of 0.66. Therefore, this showed that lack of transparency of the appraisers were medium influence in the implementation of Teachers' Performance Appraisal.

The data collected through the interview revealed that shortage of school facilities, like laboratory room, library and well-furnished class rooms, lack of necessary knowledge of appraisers, lack of training for both teachers and appraisers, teachers' attitude towards teachers' appraisal, lack of commitment from teachers, teachers are not ready to admit their weakness and unwillingness to improve and teachers' focus only on performance result without considering students' academic improvement and teachers' perception towards teachers' performance were the problems encountered in secondary schools of Goro Woreda, Bale Zone.

Generally, based on the respondents and interviewee responses one can conclude that the challenges that hinder the implementation of Teachers' Performance Appraisal have different degree of influence. Some problems like, lack of appraisers knowledge, lack of necessary training of appraisers, teachers' attitudes towards Teachers' Performance Appraisal, teachers' perception towards teachers' appraisal and appraisers' perception influences the implementation of appraisal highly, and some other problems, like lack of adequate experience on the part of appraisers, poor administration, lack of transparency and lack of accountability, influences as medium level, while the rest of the problems like, lack of pre-appraisal discussion, appraisers unwillingness and – teachers want good report (result) – were no/low challenges in affecting the implementation of Teachers' Performance Appraisal in sampled secondary schools in Goro Woreda, Bale Zone.

Summary of Findings, Conclusion and Recommendations

Summary of the findings

The overall purpose of the study was to assess the practices and challenges of Teachers' Performance Appraisal in secondary schools in Goro Woreda. Accordingly, the study comes up with findings depending on research questions that were put at the beginning of the study.

- Regarding the Teachers' Performance Appraisal criteria, (its adequacy, objectivity, clarity and relevance) to Teachers' Performance Appraisal. As the data gathered through all the instruments from respondents indicates that, the majority, 58 (72.5%), 54 (67.5%), 52 (65%) and 52 (65%) of the respondents indicate that criteria of Teachers' Performance Appraisal were clear in focusing on teachers' performance, the result achieved by teachers', students' achievement and aligned to teaching and learning process respectively, but majority 45 (56.3%) of the respondents show that the criteria did not focus on teachers' behavior.
- The study showed that in the evaluation of teachers' performance majority of the respondents 54 (67.5%, 34 (42.5 %), 51 (63.8%), and 57 (71.3%) indicated that there was no post-appraisal discussion with teacher, decision on teachers' salary improvement, provision feedback to teachers and serve as basis for reward for teachers was found to be inadequate respectively. But majority 54 (65 %) of respondents responded that the current Teachers' Performance Appraisal provides information for teachers.
- Regarding the problems encountered in the implementation of Teachers' Performance Appraisal system, the result of this study showed that the main obstacles that operate against the implementation of Teachers' Performance Appraisal were lack of necessary appraisers knowledge, lack of necessary training of appraisers, teachers' perception towards teachers' appraisal and teachers' attitudes towards teachers' appraisal were identified as the serious challenges.

Conclusion

Based on the finding, the following conclusions are made.

- Regarding the clarity and adequacy of the criterias of Teachers' Performance Appraisal, they were found to be clear and adequate to measure teachers' performance. On the other hand, the criteria were relevant to the purposes of teachers' performance, but not focused on teachers' behavior. The objectivity of Teachers' Performance Appraisal also measures teachers' competence, motivates teachers and improves students' academic performance. However, as the finding indicated, the criteria of Teachers' Performance Appraisal were no contribution for teachers to stay in their profession.
- Regarding the problems encountered in the implementation of Teachers' Performance Appraisal system the main obstacles that hinder the implementation of Teachers' Performance Appraisal were lack of necessary knowledge of appraisers, lack of necessary training of appraisers, teachers' perception towards teachers' appraisal and teachers' attitudes towards teachers' performance appraisal were identified as the serious challenges. Lack of necessary experience on the part of appraisers, poor administration of the overall appraisal process, appraisers' perception, lack of transparency of appraisers, lack of accountability, absence of having pre-appraisal discussion between teachers and appraisers, and teachers not ready to admit their weakness, was found to be moderately affecting the effective implementation of Teachers' Performance Appraisal.

Recommendations

Based on the conclusions drawn, the following recommendations are forwarded

- The result of the study showed that the current practices of Teachers' Performance Appraisal were inadequate in planning on appropriate time. Therefore, Goro Woreda Education office gives awareness to principals and department heads and guides them how to plan Teachers' Appraisal at appropriate time.
- Organizing seminars, workshops, training and any other in-service courses with wide range must be prepared from Minister of Education up to Woreda Education office level on the guide lines of Teachers Performance Appraisal. This could trigger principals to implement and manage Teachers' Performance Appraisal appropriately and improve teaching and learning process.
- It is recommended that the Regional, Zonal, and Woreda Education Officers, Principals and Secondary School Supervisors should practically develop both short and long term training programs followed by timely feedback. In addition, by assigning adequately trained appraisers and improving the attitudes of teachers' motivation, is required, in order to implement the Teachers' Performance Appraisal sufficiently and to improve the students' academic performance.

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Examining the Effect of Laboratory Resources on the Teaching and Learning of Physics in Senior Secondary Schools in Gwagwalada Area Council, Abuja, Nigeria

Christopher Oguiche

Abstract

This study examines the effect of laboratory and resources on the teaching and learning of physics in senior secondary schools in Gwagwalada Area Council, Abuja. The sample of the study consisted of 200 respondents. Questionnaire was used to collect data and simple random sampling technique was used for the study. Major findings revealed that the use of laboratory facilities stimulates reality and it promotes greater acquisition of skills and longer retention of facts i.e. student's academic performance increases when they learn practically than theoretically and three in every five Government Senior Secondary schools in Gwagwalada Area Council of FCT Abuja have adequate time for practical classes allocated in their curriculum. The researcher recommended that Teachers' Training Institutions should intensify efforts in exposing pre-service physics teachers to all the rudiments of laboratory managements, The Department of Education of Gwagwalada Area Council should organize symposiums for trainees and school administrators and authorities to highlight the need to utilize laboratory time in Senior Secondary Schools.

Keywords: Senior Secondary School, Laboratory, Physics. Pre-service

1. Introduction

It can be realized with the help of researches in physics education that students at secondary and even university levels continue to hold fundamental misunderstanding of the world around them. Physics, as a science subject, is based on practicals and experiments. Its objectives, as contained in the National Policy on Education (FRN, 2013) include, among others, to equip learners with meaningful and relevant knowledge of physics, equipped laboratory and adequate practical works. Science learning remains within the classroom context and just a small percentage of the students are able to use the knowledge gained at school for solving various problems of larger physical world.

It is only through utilization of physics laboratory facilities that the above objectives and goals can be achieved and the status quo, changed. Physics is generally regarded as the nucleus of all technology. This simply means that physics controls all forms of technology. It is also affirmed that behind every technology, there is physics. At senior secondary school level, physics is defined as a branch of science that deals with matter, energy, their relationship and their measurements. The learning of physics is affected by the mathematical background of the learner and the methods used by the teacher in teaching concepts (topics) in physics.

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Students do not usually have opportunity to form their own ideas; they rarely get a chance to work in a way to be engaged in discovery, building and testing models to explain the world around them. Results from research, in cognitive science and physics education, show that activities in laboratories increase students' learning, positive attitudes towards physics and permanence of knowledge. Physics laboratory facilities are those instructional materials in the form of scientific equipment, materials and chemicals found in physics laboratories which are used for laboratory or practical work in the teaching and learning of physics. Laboratory or practical work in physics is the interactions of students with scientific equipment, materials and chemicals which make direct contributions towards understanding or learning of physics concepts (Igboabuchi, 2010).

The act of teaching is fundamentally concerned with passing on the ideas, skills and attitudes from the teacher to the learner. Physics, in Nigerian Secondary Schools, is taught by a lecture approach alone in 62% of the Secondary Schools. This is what Tropp (2012) described as a "chalk and talk" teaching approach, from the extensive observation she made while on a trip to Nigeria to study the Secondary School Science programs in Nigeria. She observed, that despite the fact that the West African Examination Council mandated that, because of its very empirical nature, physics must be studied with the aid of the laboratory classes (Demonstration method), this was not being done. In Nigeria, for example, teaching experience has shown that spoken words alone in the communication of ideas are grossly inefficient and ineffective in producing desired learning outcomes. The reason behind failure in solving physical problems could be ascribed to the fact that there are topics in physics that pose serious problem of comprehension to students and are not simplified in the laboratory.

An associated problem with this is the lack of encouragement given to teachers to improvise the materials when they are not available. This is more so with most schools and Ministries of Education complaining of lack of funds to provide adequate physics laboratory facilities (Chinweoke, 2010). The heads of schools often do not motivate the teachers in terms of providing the laboratory facilities or catering for the laboratory needs. Most schools lack funds and as a result, they find it difficult to purchase the required physics laboratory apparatus for teaching.

2 Literature Review

Physics phenomena are perceived commonly in everyday life and the physics technological aspect makes the modern lifestyle to look easier than it was many years ago. Laboratory facilities, whether standard or improvised, are the backbone of experimental work. Asenuga (2013), asserted that working in science laboratory can only be possible if there are sufficient pieces of equipment for experiment while Jatau (2018) reported that when instructional facilities are appropriately utilized, they bring about more effectiveness in teaching and learning process, but this depends on teacher's ability to use them efficiently. However, the teaching and learning of physics has not always been done efficiently, especially in developing countries (Africa included) (Zewdie, 2014). Resources, according to Aina (2013), enhance interest, comprehension, retention and concreteness to any learning situation.

Oladeji (2011) in his study found that many secondary schools do not have enough laboratory facilities for teaching practicals. He further added that, schools that were poorly equipped, produced students with poor performance than those from well-equipped schools. The success of any system is a function of the available

resources to run the system. For effective teaching and learning of any science subject (physics included), teachers have to put emphasis on students' participation and let them develop their own knowledge (Cahyadi, 2009). Learning takes place more effectively when appropriate resources, befitting the curriculum are used. The resources required for teaching physics are standardized and expensive but improvisation is allowed to make students understand the concepts properly.

The use of instructional sources would make 'discovered facts' glued firmly to the memory of students. Other factors, that hinder students from studying physics, come from the fact that they are not interested in the subject, which seems boring, difficult and irrelevant to daily life (Hirschfeld, 2012). In many developing countries, when students are asked to solve physics problems, a large number of them do not develop the necessary conceptual understanding, but try to memorize only mathematical formulas (Elby, 2011). Facilities such as laboratory equipment and apparatus as well as textbooks and other teaching aids are ingredients for effective teaching and learning. For a good educational policy in planning to guarantee quality outputs, it must service optimally with appropriate trained and motivated teaching staff, adequately supplied with necessary facilities and equipment. According to Maeke (2013), poor learning resources and facilities have been classified under the causes of dropout rate and withdrawal. Bakhda (2014) points out those available facilities should be adapted and utilized to suit the school curriculum and good performance. The improvisation needs a well-trained human resource (teachers of physic) who lead the students clearly in the cause of the lessons without misleading them, to understand the basic concepts in physics. Physics education refers both to the methods currently used to teach physics and to areas of Pedagogical research that seeks to prove those methods. These concepts are better understood when lectures are accompanied by qualified personnel, apparatus with demonstrations, hands on experiments and questions that require students to ponder what will happen in an experiment and why students who participate in active learning, for example, with hands on experiments learn through self-discovery. Ugolo and Nwadiani (2012) observed that the facilities are not only over used, they are also poorly maintained. Similarly, Aigboje (2017) found out that some school facilities, were inadequate while at others were not available at all.

3 Methodology

This is focused on to describe the research methodology and procedures adopted for collection of data in this study. This has been done under the following:

3.1 Research Design

According to Anaekwe (2014), 'a research design is a plan that guides the researcher in conducting a study so that he can collect evidence that either supports or refutes a claim about an educational phenomenon.' Accordingly, this research adopted a descriptive survey design to generate the relevant data. This study suits descriptive survey design because it involves collection of quantitative information that can be tabulated.

3.2 Population of the Study

The population of this study consisted of 400 people (students and staffs) in five public senior secondary schools in Gwagwalada Area Council of FCT Abuja. The population for the study was selected randomly and the names of the schools are:

| Table 1 | | |
|---------|---|--------------------|
| S/N | Name of School | Number of Students |
| 1 | Govt. Girls Secondary School, Dukpa | 71 |
| 2 | Govt. Day Secondary School, Gwagwalada | 89 |
| 3 | School for the Gifted, Gwagwalada | 68 |
| 4 | Hajj Camp Senior Secondary School, Gwagwalada | 80 |
| 5 | Govt. Secondary School, Gwagwalada | 92 |
| TOTAL | | 400 |

Source: Field Survey, 2019

3.3 Sample Size and Sampling Techniques

Out of the entire population of the students, the researcher randomly selects two hundred (200) as the sample size. 100 boys and 100 girls. This study adopts simple random sampling technique.

3.4 Instrumentation

The major research instrument used is the questionnaire. This was appropriately moderated. The people who constituted the population of the study were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer and administered the same on staff of the organizations. The questionnaires were designed to determine the extent to which Physics Laboratory equipment are utilized for the teaching and learning of Physics in senior secondary schools in Gwagwalada Area Council, Abuja. The questionnaire was divided into sections A and B. Section A requires the respondents' personal data while section B requires information concerning the research questions.

3.4.1 Validity and Reliability of the Instrument

The questionnaire used as the research instrument was subjected to face validation. This research instrument (questionnaire) adopted was adequately checked and validated by a supervisor and also a senior colleague. Contributions and corrections were included into the final draft of the research instrument used.

3.5 Data Collection Procedure

The researcher personally visited the selected schools and distributed the questionnaires to the respondents. A total number of four hundred (400) copies of questionnaire were distributed to the respondents out of which three hundred and forty nine (349) were completed and returned. Thus, two hundred (200) questionnaires were randomly selected as the sample size and analyzed.

3.6 Method of Data Analysis

The data collected were tabulated and analyzed using the simple percentage. The formula is seen below:

$$\% = f/N \times 100/1$$

Where: f = Frequency (Number of respondent)

n = Total number of each respondents

% = Percentage of its frequency

4 Result and Discussion

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study.

4.1 Analysis of Respondents' Personal Data

| Table 2 Analysis of Respondents' Gender | | |
|---|------------------|-----------------------|
| Gender | Frequency | Percentage (%) |
| Male | 104 | 52 |
| Female | 96 | 48 |
| Total | 200 | 100 |

Source: Field Survey, 2019

Table 2 above shows that 104 (52%) respondents were Males while 96 (48%) were Females. This shows that most of the respondents were Males and also observed that the percentage difference is less.

| Table 3 Analysis of Respondents Age | | |
|---|------------------|-----------------------|
| Age | Frequency | Percentage (%) |
| 10-15 | 114 | 57 |
| 16-20 | 72 | 36 |
| 21 and Above | 14 | 7 |
| Total | 200 | 100 |

Source: Field Survey, 2019

Table 3 shows that 114 (57%) of respondents fall within the age of 10-15 years, 72 (36%) of respondents were within the age of 16-20 years, while 14 (7%) of respondents were from 21 years and above. This indicates that majority of the respondents are within the age of 10-15 years.

| Table 4 Analysis of Respondents Class/Category | | |
|--|------------------|-----------------------|
| Class | Frequency | Percentage (%) |
| SS 1 | 80 | 40.0 |
| SS 2 | 71 | 35.5 |
| SS 3 | 39 | 19.5 |
| Staff | 10 | 5.0 |
| Total | 200 | 100.0 |

Source: Field Survey, 2019

Table 4 above shows that 80 (40%) respondents were in SS 1, 71 (35.5%) respondents were in SS 2, 39 (19.5%) respondents were in SS 3 while 10 (5%) respondents were Staff of the selected schools. This indicates that majority of the respondents were in SS 1.

4.2 Analysis of Research Questions

4.2.1 Does your school have a dedicated physics laboratory?

| Table 5 Respondents' Reply | | | | |
|---|--------------------|-------------|----------|-------------|
| Name of School | Respondents' Reply | | | |
| | YES | Percent (%) | NO | Percent (%) |
| Govt. Girls Secondary School, Dukpa | 31 | 15.5 | 0 | 0.0 |
| Govt. Day Secondary School, Gwagwalada | 49 | 24.5 | 0 | 0.0 |
| School for the Gifted, Gwagwalada | 28 | 14.0 | 0 | 0.0 |
| Hajj Camp Senior Secondary School, Gwagwalada | 40 | 20.0 | 0 | 0.0 |
| Govt. Secondary School, Gwagwalada | 52 | 26.0 | 0 | 0.0 |
| Total | 200 | 100% | 0 | 0% |

Source: Field Survey, 2019

Research Question One was to determine, whether or not, the sampled schools in Gwagwalada Area Council of The Federal Capital Territory have a dedicated laboratory/workspace for carrying out experiments/practical classes. Reports, from all the sampled Senior Secondary Schools, show that they all have a Dedicated Physics Laboratory for carrying out Practical works.

4.2.2. Does your school curriculum provide adequate time for Laboratory work?

| Table 6 Respondents' Reply | | | | |
|---|--------------------|-------------|-----------|-------------|
| Name of School | Respondents' Reply | | | |
| | YES | Percent (%) | NO | Percent (%) |
| Govt. Girls Secondary School, Dukpa | 12 | 6.0 | 19 | 9.5 |
| Govt. Day Secondary School, Gwagwalada | 32 | 16.0 | 17 | 8.5 |
| School for the Gifted, Gwagwalada | 23 | 11.5 | 5 | 2.5 |
| Hajj Camp Senior Secondary School, Gwagwalada | 19 | 9.5 | 21 | 10.5 |
| Govt. Secondary School, Gwagwalada | 38 | 19.0 | 14 | 7.0 |
| Total | 124 | 62% | 76 | 38% |

Source: Field Survey, 2019

Research Question Two focused on the time adequacy allocated for laboratory work as in the school's curriculum. Govt. Girls Secondary School, Dukpa shows that only 12 (6%) respondents agreed that the allocated laboratory work time is adequate while 19 (9.5%) respondents disagreed to the assertion on the adequacy of laboratory work time. Govt. Day Secondary School, Gwagwalada shows that 32 (16%) respondents agreed that the allocated laboratory work time is adequate while only 17 (8.5%) respondents disagreed to the assertion on the adequacy of laboratory work time. Reports from School for the Gifted, Gwagwalada shows that 23 (11.5%) respondents agreed that the allocated laboratory work time is adequate while only 5 (2.5%) respondents disagreed to the assertion on the adequacy of laboratory work time. Hajj

Camp Senior Secondary School, Gwagwalada shows that only 19 (9.5%) respondents agreed that the allocated laboratory work time is adequate while 21 (10.5%) respondents disagreed to the assertion on the adequacy of laboratory work time. Reports from Govt. Secondary School, Gwagwalada shows that 38 (19%) respondents agreed that the allocated laboratory work time is adequate while 14 (7%) respondents disagreed to the assertion on the adequacy of laboratory work time. This shows that 124 (62%) respondents agreed that the allocated laboratory work time is adequate while only 76 (38%) respondents disagreed to the assertion on the adequacy of laboratory work time.

4.2.3. In what way does the unavailability of Practical Physics Class affects the Student's Academic Performance?

| Table 7 Respondents' Reply | | | | |
|---|---------------------------|--------------------|-------------------|--------------------|
| Name of School | Respondents' Reply | | | |
| | Positively | Percent (%) | Negatively | Percent (%) |
| Govt. Girls Secondary School, Dukpa | 11 | 5.5 | 20 | 10.0 |
| Govt. Day Secondary School, Gwagwalada | 8 | 4.0 | 41 | 20.5 |
| School for the Gifted, Gwagwalada | 2 | 1.0 | 26 | 13.0 |
| Hajj Camp Senior Secondary School, Gwagwalada | 5 | 2.5 | 35 | 17.5 |
| Govt. Secondary School, Gwagwalada | 23 | 11.5 | 29 | 14.5 |
| Total | 49 | 25% | 151 | 76% |

Source: Field Survey, 2019

Table 7 looks into the way in which the unavailability of practical physics class affects the student's academic performance. Govt. Girls Secondary School, Dukpa shows that 11 (5.5%) respondents believe that the unavailability of physics practical class affects students' performance positively while 20 (10%) respondents believe that the unavailability of physics practical class affects students' performance negatively. Govt. Day Secondary School, Gwagwalada shows that 8 (4%) respondents believe that the unavailability of physics practical class affects students' performance positively while 41 (20.5%) respondents believe that the unavailability of physics practical class affects students' performance negatively. School for the Gifted, Gwagwalada shows that 2 (1%) respondents believe that the unavailability of physics practical class affects students' performance positively while 26 (13%) respondents believe that the unavailability of physics practical class affects students' performance negatively. Hajj Camp Senior Secondary School, Gwagwalada shows that 5 (2.5%) respondents believe that the unavailability of physics practical class affects students' performance positively while 35 (17.5%) respondents believe that the unavailability of physics practical class affects students' performance negatively. Govt. Secondary School, Gwagwalada shows that 23 (11.5%) respondents believe that the unavailability of physics practical class affects students' performance positively while 29 (14.5%) respondents believe that the unavailability of physics practical class affects students' performance negatively. This shows that only 49 (25%) of respondents are positive while 151 (76%) are negative on their stance on the academic performance of students due to unavailability of practical physics class. Report, from all the sampled Senior Secondary Schools, shows that the unavailability of practical physics class affects the academic performance of students negatively.

4.2.4. Do you think Practical Physics Classes enhance the Students' knowledge on the taught subject matter?

| Table 8 Respondents' Reply | | | | |
|---|--------------------|-------------|-----------|-------------|
| Name of School | Respondents' Reply | | | |
| | YES | Percent (%) | NO | Percent (%) |
| Govt. Girls Secondary School, Dukpa | 23 | 11.5 | 8 | 4.0 |
| Govt. Day Secondary School, Gwagwalada | 44 | 22.0 | 5 | 2.5 |
| School for the Gifted, Gwagwalada | 28 | 14.0 | 0 | 0.0 |
| Hajj Camp Senior Secondary School, Gwagwalada | 29 | 14.5 | 11 | 5.5 |
| Govt. Secondary School, Gwagwalada | 38 | 19.0 | 14 | 7.0 |
| Total | 162 | 81% | 38 | 19% |

Source: Field Survey, 2019

Table 8 focuses on the role of practical physics class in enhancing students' academic knowledge. Results from Govt. Girls Secondary School, Dukpa show that 23 (11.5%) agreed that physics practical classes enhance students' knowledge on the taught subject matter while 8 (4%) disagreed that physics practical classes enhance students' knowledge on the taught subject matter. Results, from Govt. Day Secondary School, Gwagwalada, show that 44 (22%) agreed that physics practical classes enhance students' knowledge on the taught subject matter while 5 (2.5%) disagreed that physics practical classes enhance students' knowledge on the taught subject matter. Results, from School for the Gifted, Gwagwalada, show that 28 (14%) agreed that physics practical classes enhance students' knowledge on the taught subject matter while no one disagreed. Results, from Hajj Camp Senior Secondary School, Gwagwalada, show that 29 (14.5%) agreed that physics practical classes enhance students' knowledge on the taught subject matter while 11 (5.5%) disagreed that physics practical classes enhance students' knowledge on the taught subject matter. Results, from Govt. Secondary School, Gwagwalada, show that 38 (19%) agreed that physics practical classes enhance students' knowledge on the taught subject matter while 14 (7%) disagreed that physics practical classes enhance students' knowledge on the taught subject matter. This shows that majority 162 (81%) of respondents agreed that physics practical classes enhance students' knowledge on the taught subject matter while 38 (19%) disagreed. Reports, from all the sampled Senior Secondary Schools, show that physics practical classes enhance students' knowledge on the taught subject matter.

4.3 Discussion on Findings

Table 5 was structured to determine whether or not the sampled schools in Gwagwalada Area Council of The Federal Capital Territory have a dedicated laboratory/workspace for carrying out experiments/practical classes. Reports, from all the sampled Senior Secondary Schools, show that they all have a Dedicated Physics Laboratory for carrying out Practical works and affirmed to the fact that all government schools in the Federal Capital Territory have Laboratories.

Table 6 visited the time adequacy for laboratory work provided in the curriculum of Government Senior Secondary Schools in Gwagwalada Area Council, Abuja. Findings revealed that three of every five

Government Senior Secondary Schools have adequate allocated time for laboratory work but not enough for its level of utilization.

Table 7 checked the direction in which unavailability of practical classes affects the student's academic performance amongst Government Senior Secondary Schools in Gwagwalada Area Council of FCT Abuja and it was realized that most students responded that the unavailability of practical classes affects the student's academic performance negatively.

Table 8 which revealed respondents' view as to whether or not physics practical classes enhance the students' knowledge turns out that most of the respondents attested to the fact that physics practical classes enhance the students' knowledge.

This corroborates the findings of Oladejo, Olosunde, Ojebisi and Isola (2011). They worked on instructional materials and students' achievement in physics. They observed that instructional materials perform such functions as the extension of the range of experience available to learners, supplement and complement the teachers' verbal explanations thereby making learning experience richer and providing the teacher with interest into a wide variety of learning activities. This result also agreed to the view of Moronfolo (2002) who stressed that science subjects should be taught at primary level as a practical subject. This finding was also in line with findings of Olatunbosun (2008) who found that laboratory adequacy affected the performance of students. Omosewo (2008) ascertained that in modern science curriculum, students need to be encouraged to learn not only through their eyes &/or ears but should be able to use their hands and head to manipulate apparatus.

5.0 Conclusion and Recommendations

It is very clear that teaching and learning of physics to a greater extent is anchored in laboratory activities, due to the fact that, physics is a subject that should not be taught only in theories. The more practicals done, will help students in understanding the concepts, principles and laws of physics. But in a situation where reverse becomes the case, teaching will be jeopardized and learning greatly affected, this is the situation of some government senior secondary schools in Gwagwalada Area Council of FCT Abuja.

Laboratory and its resources are effective vehicles for carrying information for learning to occur. Laboratory and its resources should be used for teaching and learning as these can help to improve students' achievement in physics. Physics students taught with practical aids achieved higher and better than those taught without instructional resources (practicals).

Instructional materials supplement, clarify, vitalize, emphasize instruction and enhance learning in the process of transmitting knowledge, ideas, skills and attitude. This calls for teacher's resourcefulness and improvisation on the parts of the Physics teachers. The ability of the teacher to make use of "local" materials in place of "standard" ready-made materials makes lesson more effective and improves students' achievement. The following recommendation are made, based on the findings of this study:

- The Department of Education of Gwagwalada Area Council should organize symposiums for trainers and school administrators and authorities to highlight the need to utilize laboratory time in Senior Secondary Schools.

- Teachers' training institutions should intensify efforts in exposing pre-service physics teachers to all the rudiments of laboratory managements. Conscious efforts should be made by such institutions to allow the trainee physics teachers effective access to pieces of apparatus required for senior secondary schools physics curriculum.
- There is the need for teachers to be resourceful in instructional materials selection and utilization. This is to reduce the cost of production and maintenance of instructional materials, especially the improvised ones. Thus, regular training and retraining of teachers is hereby recommended.
- Conferences, seminars and workshops should be organized regularly for physics teachers to broaden their knowledge on instructional resources and the best way to be making use of instructional resources by the teachers.

It is, therefore, recommended that the study be carried out on other science subjects such as Biology, Chemistry, Agriculture and Mathematics in order to know the problems associated with teaching the subjects with the view to improving the students' academic achievement

It is believed that if these recommendations are not set aside, the factors affecting teaching and learning through laboratory works in government secondary schools will be significantly attended to. Equally, the status of physics will be much more enhanced.

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Problems Affecting the Self-Management of Teachers' Performance

Ina David

Abstract

Self-management is the ability of an individual to regulate his/her emotions and resulting behaviors in ways that society considers acceptable. This includes how the individual copes with unmet wants or needs, perseveres when faced with obstacles, and sets goals. With such claims, the present study has been conceived. Specifically, it focuses on the possible problems affecting the self-management of teachers' performance. To achieve the purpose of the study, purposive convenience samples of nine elementary teachers has been done and they were asked to respond to the Self-Management Plan (SMP), Center for Clinical Intervention Interview Guide. The researcher recorded a video, took down notes, listened, and asked questions. Narrative interview texts have been analyzed to identify the informants' points of view. Once the data were collected, the next step was to label the information, then organized into logical categories that summarized and revealed that they had difficulty in managing their work load, worried a lot when unable to focus on teaching, pupils' attitude toward schooling and other extra given activities to be accomplished.

Key Words: Self-management, Teachers' Performance, Work Load, Extra Given Activities

Introduction

For decades, it has been undoubtedly widely regarded that teachers are the primary persons involved in the implementation of the new innovations in record keeping and maintenance particularly in the public school system showing that they are expected to do their fundamental role – teaching – successfully, aside from their other tasks that they are deemed accountable for. Consequently, there are some cases that teachers' efficiency is affected due to their big role of teaching pupils and accomplishing a lot of paper work. Sometimes, this is also affected by time constraints and teachers' responsibility to perform their primary duties and other tasks (Manabat, 2016).

On another note, according to Dizon (2016), teacher's professional duties may extend beyond formal or in-campus teaching. Outside the classroom, teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extra-curricular activities. In some education systems, teachers may have responsibility as regards student discipline. Also teachers face several occupational hazards in their line of work, including occupational stress, which can negatively impact on teachers' mental and physical health, productivity, and students' performance. Stress can be caused by organizational change, relationships with students, fellow teachers and administrative personnel, working environment, expectations to substitute, long hours with a heavy workload and inspections. In addition, observing daily classroom instructional routines, monitoring students' performances and dealing with the community stakeholders are just some of the expected functions to be performed by the teacher. At the

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culmination of each academic year, the teacher is subjected to performance evaluation translated in his/her efficiency rating (Garcia, 2013).

All of these above mentioned roles, to be responsibly played by teachers, especially in public schools, have been particularly observed in the local elementary school in which the informants of the current research are presently affiliated to. The teachers in this public educational institution have been experiencing the heavy task of performing other activities aside from teaching. These other activities' accomplishment processes keep on being modified yearly; therefore, the teachers always have to familiarize themselves on these processes on a yearly basis, resulting in unending adjustments on their part.

Due to the heavy demands of the teaching profession as described above and because of the adversities that come along the way and which add on to the teachers' responsibilities, they have to deal with, it is sometimes, if not most of the time, inevitable that teachers will encounter setbacks in the course of their work. These setbacks were what the current study aimed to provide solutions for in the light of self-management. It refers to the ability of an individual to regulate his/her emotions and resulting behaviors in ways that society considers acceptable. This includes how the individual copes with unmet wants or needs, perseveres when faced with obstacles, and sets goals for himself/herself (Bandy & Moore, 2010).

Teachers lack self-management skills, when they enter the teaching field directly from university teacher preparation programs, where they had mastered minimal pedagogical knowledge or skills. Teacher enthusiasm, organization, and technical skills of instruction are almost all of the characteristics of an effective classroom leader (Freiberg, 2002).

It is important for teachers to manage themselves to expand their craft to prepare more diverse students for the challenge of work and life beyond school. They are challenged to provide more authentic instructional contexts and activities than traditional knowledge-based curricula (Paris, 2004). When a teacher possesses a good management of self, he/she may, in turn, change student behavior and ultimately affect student achievement positively (Manzano, 2003). However, the public school system has already been severely criticized because of many inadequacies and inefficiencies. Teachers, along with their experiences, are no exception to this. In most instances, failure to successfully handle the changes and demands of the problems and concerns of the public school teachers make teachers not only stagnant but also, in the long run, ineffective in the whole educational system (Cunningham, 2010). In general, teachers are similar in the sense that, they vary in their roles and responsibilities. While they have this similarity, they differ in that beginning teachers may lack the self-management skills that other teachers already have (Freiberg, 2002; Dela Cruz, 2015).

Research Problem

This research aims to address the following questions:

1. How may the public school teachers be described in terms of challenges in self-management considering the following aspects.
 - a. Early warning signs that tell the informants(teachers) might be heading for a setback or needing to do something about themselves.
 - b. Unhelpful thinking styles that they needed to watch out for.
 - c. Situations that are potential problems for them?

2. How may the informants be described in terms of better self-management considering the following aspects:
 - a. Future support options.
 - b. Strategies/techniques that they found most helpful and needing to continue to be practiced?

Method

The study is a qualitative research which uses a research instrument called self-management plan, an interview guide used in collecting data and adapted from the Center for Clinical Intervention – a specialist state-wide program that is administered through North Metropolitan Health Services in Western Australia.

Informants

Purposive convenience samples of current elementary level school teachers have been selected (Gay & Airasian, 2000, p.137). A convenience sample would allow the researcher to include informants whoever happened to be available at the time and interested to participate in the study. A total of 20 teachers in Sta. Cruz Elementary School, Porac East District, Sta. Cruz, Porac, Pampanga were chosen as the informants of the study. Only seven (7) of them willingly participated in the study while two (2) of them participated in the pilot testing. They were purposively selected because they met certain characteristics based on prior knowledge of the researcher. These teachers were selected without any bias and were met as informants through professional contacts for the data gathering process. Participation in the study was voluntary, and the informants were free to end their participation in the study at any time without risk or harm.

Instrument

This study uses an interview guide with five (5) primary interview questions developed by the Center for Clinical Intervention (2007). The questions were chosen because they fit appropriately in analyzing the self-management of the teachers in teaching. CCI is a specialist state-wide program that is administered through North Metropolitan Health Services in Western Australia. They conduct clinically applied psycho-social research and provide training and supervision as well as online modules for various psychological interventions. It is part of the public mental health system where service is free. Some of their modules, aside from the Self-Management Plan which was adapted in this study, were posted online so other people can easily view and learn from them.

The **first question** in the interview guide, **“What are the early warning signs that you might be heading a setback or need to do something about yourself?”** sought to determine the reasons for mental/physical stress. Some common examples were: spending more time worrying about what others think or having more unhelpful thoughts and an increase in the amount of time avoiding social situations and/or an increase in physical symptoms of anxiety when one is in previously feared social situations.

The **second question**, **“What are some of the unhelpful thinking styles that the informants needed to watch out for?”** identified the skills that they have learned and that have been helpful in reducing their anxiety (the calming technique, relaxation, challenging unhelpful thoughts, and situation step-ladders).

The **third question**, **“What are potential problems for them?”** determined the problems encountered by the informants in the teaching process.

The **fourth question, “What are their future support options?”** recognized their source of support (e.g. family, friends, grandparents, others) as a chance to talk about what is going on in their life.

Lastly, **“What strategies/techniques have they found most helpful and needing to continue to be practiced?”** identified that to hear their self-talk through something could help to put it into perspective. Often problems seemed bigger than they really were when people tried to deal with them on their own self. The process was to identify the perceptions and explore the insights and beliefs of the informants.

Procedure

After obtaining the permission to conduct the study from the superintendent of the Dept. of Ed. Division of Pampanga, the supervisor of the Porac East District, and the principal of Sta. Cruz Elementary School, the researcher completed a pilot testing of the instrument; it was done prior to the conduct of the study, and it was participated by other teachers of the same school. The data gathered through the pilot testing provided related information about the self-management of teachers in teaching. Furthermore, such data were utilized to develop the actual open-ended questions for the interview. The researcher recorded a video, took down notes, listened, and asked questions, in order to achieve a better understanding of the situation and the informants’ thoughts about their experiences. Narrative interview texts were analyzed to identify the informants’ points of view on the effectiveness of self-management of teachers. Once the data were collected, the next step was to label the information. Data were then organized into logical categories that summarized and brought meaning to the manuscript of notes. These labels refer to things like self-management, behavior, setback etc. They were the nouns and verbs of a conceptual world. Part of the analytic process was to identify the more general categories that these things were instances of, such as institutions, work activities, social relations, social outcomes, etc. The adjectives and adverbs sought out whether these properties or dimensions came from the data itself, from informants, or from the mind of the researcher depending on the goals of the research. It was important to have fairly abstract categories, in addition to very concrete ones as the abstract ones helped to generate general theory.

Result and Discussion

The informants had similarities in their reasons why they were having setbacks because of workloads. Four of the informants had difficulty in managing their workload which was heading to setback and that they needed to do something about themselves. Least of them worried on the expectation of society, understanding pupils’ attitude, and overcoming avoidable situations. Informants received lots of tasks to do aside from teaching, and the amount of time given to them to finish all of these was limited. Having so much work to do, seriously led in sacrificing their allotted time in teaching pupils to do their other tasks plus meeting deadlines. Society expects a teacher to be a good role model making every teacher conscious of their self whether in speech, dressing and manners. Being aware

Table 1 **Presentation of informants’ early warning signs that they were heading to a setback or needed to do something about themselves**

| Warning Signs | Frequency Distribution |
|------------------------------------|------------------------|
| Inability to manage workload | 4 |
| Cautious in every action | 1 |
| Frustrated on pupils’ behavior | 1 |
| Tense on unavoidable circumstances | 1 |

of their self, is always their concern. Another reason was that pupils behave arrogant in school, they act as if they know and can do everything. They only listen to their teachers if they want to and if not they don't. In teaching, teachers plan ahead of time but in most circumstances there were always unavoidable / unexpected situations to handle that was not on the plan. Examples of this were accidents, emergencies and tragedies. Teachers, agreeing with Elias (2012), "It is not a matter of teachers becoming superhuman and overcoming all horrible conditions and indignities trying to succeed in doing what is virtually impossible, especially in a sustained way. The students need their teachers to stay engaged and fight for them. When the conditions of teaching are bad, the conditions of learning tend to be worse, and children suffer in lasting ways. That's why the collateral damage of burned-out teachers is burned-up children."

Labelling was when we made global statements about ourselves or other people, which were based on behavior in specific situations. Catastrophising was when a person views the situation as terrible, awful, dreadful, and horrible; there was also a bit of predictive thinking and a bit of jumping onto conclusions on the part of the person. When we thought of focusing on only one part of a situation and ignoring the rest, usually this meant looking at the negative parts of a situation and forgetting the positive parts, also known as mental filtering. Emotional reasoning, where one bases his/her view of situations on the way he/she feels. Black and white thinking, seeing only one extreme or other – no in-betweens or shades of gray. Most of the informants worried too much on their incapacity to fulfil the given task to them. Least of them answered pupils' misbehavior, lack of support coming from parents and co-teachers as their unhelpful thought that they needed to watch out for. Teachers start to worry when they receive the task for the first time; they wonder how to do it in a minimum time given. Misbehavior of pupils in a class is unavoidable. Pupils misbehave because they seek attention which is not given to them properly at home. There are parents that show no care to their children; they let their children go to school without taking a bath, changing clothes, eating breakfast and no school materials to use like pencil and paper. As regards teachers, sometimes they fail to comply with the data needed in order to finish a school report; this may cause a lot of delay especially when aiming for the deadline. A teacher could not escape the unhelpful thinking, especially in their chosen field of work. There were lots of problems they might encounter either expected or unexpected. According to Garcia (2013), "The teacher, as he/she performs his/her functions, is bound by the requisites of efficient and effective job performance. Observing daily classroom instructional routines, monitoring students' performances, and dealing with the community stakeholders are just some of the few expected functions to be performed by the teacher. At the culmination of the academic year, the teacher is subjected to performance evaluation translated in his/her efficiency rating."

| Table 2 | Presentation of informants 'some unhelpful thinking styles that they needed to watch out for | |
|----------------|---|-------------------------------|
| | Unhelpful thinking styles | Frequency Distribution |
| | Labelling | 4 |
| | Catastrophising | 1 |
| | Emotional Reasoning | 1 |
| | Black and White thinking | 1 |

The situations that were potential problem for the informants were the times they encountered pupils' negative attitude toward schooling. Other than that, were the extra given activities for them to do. One of the informants' response was crab mentality among co-teachers. The potential problems experienced by the informants were

unreliable and lazy pupils, extra activities and workloads for teachers, crab mentality among co-workers, and limited time in accomplishing tasks. Pupils tend to become unreliable in their work especially those in lower section; they always hurry in answering their test papers without reading it with comprehension making their scores low and then fail. They were also lazy in attending classes regularly because they preferred to bunk classes and go outside of the school to play computer games. Another problem for teachers was extra activities and workloads to accomplish. The everyday concern of a teacher is to teach and achieve the target goal of every lesson plan, however aside from teaching, they needed to do other tasks assigned to them which resulted in sacrificing the given time for teaching just to fulfil their other tasks before the deadline. Crab mentality was present among co-workers because in the teaching career it will not stop when you are already permanent in the service. Limited time was given in accomplishing a task because the information was not given earlier. There was minimal preparation for the teachers in complying with the command. In relation to this, study of Manaf (1996) presents the frequency and bothersomeness of some general problems of a sample of elementary school teachers ($n = 439$) in a Midwest state in the USA. The problems were from self-reports of teachers measured using the abridged version of the teacher problem checklist. The top five problems of elementary school teachers reported in the study are: (1) insufficient preparation time; (2) insufficient time to teach and also to diagnose and evaluate teaching; (3) insufficient free time; (4) motivating students to use their leisure time well, and (5) motivating students to enjoy learning for its own sake.

| Table 3 Presentation of the situations that were potential problems for the informants | |
|---|-------------------------------|
| Potential problem | Frequency Distribution |
| Pupils attitude toward schooling | 4 |
| Unrelated duties aside from teaching | 2 |
| Insecurities among co-teachers | 1 |

Six (6) of the informants responded family as their major source of support. While secondary responses were co-teachers and friends. Center for Clinical Intervention (2012) encouraged every person to have someone whom he/she can talk about his/her setbacks with. This did not mean a therapy session where one had to pour out his/her heart, but rather just a chance to talk through what was going on in one's life, what his/her goals were, and generally just to ventilate with someone trusted. Often, problems seemed bigger than they really were when a person tried to deal with them by himself. Hearing oneself talk through something could help to put it into perspective. Telling someone about what bothers them especially one of their family members, released their mind from all the school-related work; that made them feel relaxed and refreshed. When meeting up with friends, they tried to cope with each other's stories of what happened when they did not see each other. After that, they had this realization in mind that it was just part of life to encounter such problems. The "reality shock", as to what Salandan (2005) pointed out, meant that beginning teachers found it hard for them to adjust from being hired in a private school to being permanent in the public school, a point when they needed as much support options as available. In line with this, Rosali (2013) also stressed the fact that beginning teachers deserve guidance, advice, and friends to keep them going in the right direction.

| Table 4 Presentation of the informants' future support options | |
|---|-------------------------------|
| Support options | Frequency Distribution |
| Family | 6 |
| Stakeholders | 1 |

Few of the informants stated that they would improve themselves as a strategy/technique that they would continue to practice. On the other hand, two (2) of the informants would get advice from other people. Most of the informants' helpful strategies/techniques that they needed to continue to practice, was first improving themselves by being

confident about herself, obedient and a good follower; second was getting pieces of advice from other people, and new learning styles for pupils and doing time management. CCI (2012) reminded that repetitive negative thoughts could be postponed (e.g., I am worrying about my test tomorrow, so I will postpone my worrisome thoughts and re-focus on the task of studying). But people were not postponing or putting off obvious actions that they needed to be taking (e.g., I am worrying about my test tomorrow, so I will just postpone studying). Therefore, if there was some obvious immediate action that could be taken that would resolve their worry, then by all means they needed to take action and do it (e.g., I am worrying about making a phone call, why not just make the phone call). Managing oneself reduces behavior problems. It ensures quality of teachers' performance. Mentioned by Cheung and Cheng (1997), "Strategic actors will be aware of the changing education environment and able to readjust their personal goals and action plans to meet emerging challenges." Experiences make them more ready to cope up with various activities given to them every now and then. Supposedly teachers teach, for the pupils to learn but in a mystic way. In the process, they also learn for themselves. Because of this, they become more self-managed in teaching. Teachers should understand their own self just as much as they need to understand their pupils. They also need help in dealing day to day issues, dealing with behavioral problems, teaching with limited resources, motivating pupils and engaging them in class activities, understanding new government and district standards and assessments, learning to communicate with and involving parents, and identifying opportunities for professional development and healthy companionship among co-teachers. In line with this result, Malik (2003) placed increasing emphasis upon the basic areas of competence which included mastery of subject matter, understanding of human nature, interest in continued professional improvement, knowledge of availability to apply the principles of teaching and others. In this regard, he suggested that real reward of true teacher lay in the deep satisfaction he felt in watching students grow in their understanding of themselves and of their world, in seeing them develop self-reliance, initiative, and sense of responsibility, and at observing their learning of facts, skills, habits, and attitudes that were involved in becoming constructive citizens in a modern world.

Table 5 Presentation of the strategies/techniques that were helpful and needed to continue to be practiced.

| Helpful strategies/techniques | Frequency Distribution |
|--|------------------------|
| Improving yourself | 3 |
| Discovering new learning styles for pupils | 1 |
| Getting pieces of advice | 2 |
| Practicing time management | 1 |

Conclusion and Implications

In the light of the findings of the study, the following conclusions were drawn. The informants have difficulty in managing their workload. **First**, they tend to worry a lot when they are unable to focus clearly on their teaching, they should set activities that need to be finished from the most urgent and most important. **Second**, the situations that are potential problems for them are the times when they encounter pupils' negative attitude toward schooling and extra given activities to accomplish, have and keep a positive thinking habit which

could be reinforced by strong faith and belief in divine providence. **Third**, six of the informants agree to family as their future support option. **Last** but not the least was that they believe that there is always room for improvement, cultivate intrinsic and extrinsic motivation among pupils and anticipate that unexpected things, like additional workloads, might happen or be given anytime.

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Violation of Child Rights in India : Role of Policy, Pedagogy and Culture

Bijender Singh

Abstract

The paper tries to examine the violation of child rights in Indian educational institutions and society, figuring out the actors i.e. society, culture, and teachers which play crucial role in the infringement of child rights. It challenges also the education, pedagogy, syllabi, and teacher training, though seemingly empowering, which have been unable to protect children's rights completely till date. This theoretical study is based on the incidents occurring in the country i.e. corporal punishment, caste/gender discrimination, child marriage, child abuse etc. along with some literary narratives. The critical analysis engages a different approach/method to study the issues raised. The study succeeds to prove, despite guarantee of child rights and mechanism to safeguard these, that violation of child rights is apparent which is perceived as natural. The study proves that the syllabi, teacher training and culture play a crucial role for this naturalized violation of child rights. The culture, the major actor among all, is liable for this seemingly-natural-violation. Taking into account all the factors for violation of child rights, the study suggests that there must be redesigning of the syllabus and pedagogy which may protect child rights. The programmes/campaigns must be run to sensitize parents, teachers and society for this issue. Besides, there must be strict action on the violators and conviction be assured. Government not only must formulate policies for children's welfare, rather it must ensure the implementation of all these too. Only then the notion of strong nation can be realized.

Key words: Child, Rights, Violation, Education, Culture, Pedagogy

Introduction

“There can be no keener revelation of a society's soul than the way in which it treats its children.”

— (Mandela, n.d.a)

This is evident that treatment of children by its society is the real image of a society. Today's children are the adults of tomorrow. Thus Herbert Hoover (n.d.), 31st President of the United States of America argues that “Children are our most valuable resource.” But what is the modus operandi that may shape their mind and psychology; make them strong and productive wealth of nation. This includes good parenting, education and rights for children. The child rights mainly include: right to education and right to equality etc. wherein education is the only means to shape the future of nation in disguise. But unfortunately the same tool proves a mechanism to distort the mind and psychology of the innocent children. In this distortion, after education, culture plays a vicious role. Culture in practice, William (cited in Shuker Roy, 1994) argues, refers to only elite and ideals of dominant class. While, the education furthers the role of culture through pedagogy, syllabi and more importantly through teachers.

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Aim/objectives

Highlighting the child rights, this paper attempts to explore the violation of child rights in Indian educational institutions and society, figuring out mainly the actors i.e. society, culture, and teachers, which play crucial role in the infringement of child rights. It also seeks to question the education, pedagogy, syllabi, and teacher training, which even though seems empowering, but all of them have failed to protect the children's rights.

Hypothesis:

1. Educational institutions are the places of utopia.
2. Through education, its pedagogy, and syllabi; the sense of equality, fraternity and justice is inculcated.
3. Government enacted Acts and policies guarantee the protection of child rights.
4. Teacher-training is able to produce teachers who may be role-models, inspiration, and agency for change in society.

Methodology / Procedures

To find out the answers of the objectives and verify the hypotheses, this study banks upon the Constitutional provisions for children and government educational policies. The syllabi, role of teachers and practices in the schools are under exploration. The teacher training is under a close scrutiny as to what role does it play to turn the prospective teachers into humanitarian and egalitarian ones, taking into account different theoretical frameworks. Thus, the study is a theoretical one.

Discussion

Paulo Pinheiro (2007, para 2) in UN General Assembly argues "Children are sick of being called 'the future'. They want to enjoy their childhood, free of violence, now". Though, Pinheiro states this recently in the context of children but Constitution of India (1950) had recognized this need long back which resulted in some constitutional provisions for every citizen as Right to Equality (Article 14-18) on axis of caste, class, gender, race, law; Right to freedom of religious faith (Articles 25-28); Right to Cultural Education (Articles. 29-30) to establish school and attendance of prayers etc; and more significantly, the enactment of Right to Education Act, 2009 to provide education to children in age group of 6 to 14. In addition to it, National Food Security Act, 2013 overcomes the undernourishment of disadvantaged students through Mid-Day-Meal programme in the schools. But despite these rights and provisions, the reality of educational institutions in India is heart rending. Students are still victim of corporal punishment, caste discrimination, sexual abuse which sometimes compels them even to commit suicide. Violation of right to equality is common in case of Dalit students while serving Mid-Day-Meal or in other activities at school (Reddy).

Corporal punishment, which is quite common in schools and teachers believe strongly in it as the only tool to educate and discipline students. Taking it into account which is violation of child's right to Freedom under section 21, Delhi High Court, in 2001, decreed that "corporal punishment undermines the dignity of a student. . . . It was cruel to put children under corporal punishment in the name of discipline" (HT, 2017). Recently in July 2019, Women and Child Development Ministry warned teachers who resort to corporal punishment which is a serious offence, "Spare the rod, or end up in jail" (NDTV, 20 July

2019, para 1). This intervention of government in children's rights began after "the death of Rouvanjit Rawla, the 12-year-old who committed suicide in February, days after being humiliated and caned by the principal of his school, the prestigious La Martiniere School for Boys in Kolkata" (NDTV, 20 July 2019, para 4).

The corporal punishment is misunderstood by people and stakeholders. However, any punishment, physical or non-physical that causes even slightest pain—emotional, psychological or physical—is corporal punishment as the Committee, constituted by Unicef India (2006) defines. Corporal punishment is the main reason for suicide. Neerja Birla (2018), the founder and chairperson Mpower, in this connection writes that "every hour a student commits suicide in India" (para 2). Reasons are various such as "poor results, racial, sexual or religious discrimination, body-shaming, sexual challenges, emotional issues, low self-esteem or insecurities, family or financial problems, substance addiction, and even hormonal changes" (para 5). Besides corporal punishment, sexual abuse of children by teachers is also violation of one's human rights. It includes lewd remarks, assaults, rapes, harassment, demanding of sex on pretext of various grounds. In India, "every other day some or the other child, in any of the schools across the country, becomes a victim of sexual abuse" (India Today, 2019). Not only sexual but children undergo physical and psychological exploitation, injury and treatment negligence. Kailash Satyarthi's says "the reporting of sexual crimes against children have increased by 34 per cent in the past three years, but the number of investigating agencies or courts have remained the same" (as cited in India Today, 2019). Teachers in schools, wardens in hostels and tutors are found guilty of sexual abuse.

This is worrisome, for this happens in schools. The education which is the only tool to empower the powerless has become a medium of exploitation and enslavement. Whereas Durkheim (1922, p. 5), regarding the role of education, opines that "education is above all a social means to a social end - the means by which a society guarantees its own survival" (as cited in Pukallus, 2008). Whereas Nelson Mandela (n.d.b) emphasizes that "Education is the most powerful weapon which you can use to change the world." Durkheim (1922) points out the major role of teacher in whole process of education and socialization, therefore he argues that "The teacher is a social agent—the critical link in cultural transmission—who creates social and moral beings whom the society aims to. That is the task and glory of education" (p. 5). He stresses that supply of new beings to fulfill the needs of the society is the implicit function of schools.

Such inhuman treatment of children raises questions as to why this happens in the educational institutions. These institutions fail not only to groom students to lay foundation of egalitarian society but also to deconstruct the dominant structures of caste, class, culture, gender and race etc. themselves. Boocock (1972), regarding role of education, argues that Education reproduces social classes and, in fact, does never challenge the dominant socio-cultural structures. It happens, Bourdieu (1977) reasons, because education involves all types of socialisation processes including one that occurs within family structure. In this regard, Bourdieu (1977) in his social reproduction theory contends that "schools, actually, are not institutions of equal opportunity but mechanisms of perpetuating social inequalities" (Singh 49). Cultural hegemony dictates not only social and cultural life of people but equally do the education. Bourdieu (1977), comprehending this interplay of culture and pedagogy attests pedagogical practices as the promoter of the dominant class's cultural capital. Contrarily, the cultural endowments of lower class are neither valued and institutionalized nor are as useful as the endowments of upper strata which "confer distinction and privilege to those who possess and deploy

them” (as cited in Tzanakis, 2011). These cultural codes, aesthetic values, practices and dispositions are as Tzanakis (2011) cites “transmitted through the process of family socialization or in Bourdieu’s term *habitus* and through pedagogy and syllabi.”

The text books and syllabi contain and promote exclusively dominant culture. This total representation of dominant culture contorts the self of disadvantaged students. In this connection, Dalit-Bahujan thinker Kancha Illaiah (1996) debates that marginalized self do not get proper formation and integration within the existing educational/pedagogical structures. As a testimony, he records the reading of the text books with stories of Rama and Krishna as “For Brahmin-Baniya students these were their childhood stories, very familiar. . . . The boys bore the names of these Gods; the girls the names of the Goddesses. I distinctly remember how alien all these names appeared to me. . . . The name of Kalidasa was as alien to us as the name of Shakespeare” (as cited in Singh, 2019). Illaiah continues, “. . . our alienation from the Telugu textbook was more or less the same as it was from the English textbook in terms of language and content. . . . a Telugu textbook which talked about Kalidasa’s *Meghasandesham*, Bommera Potanna’s *Bhagavatam*, or Nannaya and Tikkanna’s *Mahabharatha*. . . .? We did not share the contents of either; we do not find our lives reflected in their narratives” (as cited in Singh, 2019).

Kancha Illaiah experiences alienation in school, for education neither is student centric and critical nor socially reforming and liberating. Durkheim (1992) comprehends education as a process to socialize the young ones for social continuity as per its agenda. The marginalized students face unbridgeable gap between the textual framework and social framework. Laxman Gaikwad (2009) lays bare the divergences between his painful life and printed life. Attesting Illaiah and Durkheim’s concepts on education and pedagogy he reveals that “When I opened the text-book for Marathi on the first page, I used to see: ‘India is my country, All Indians are my brothers and sisters, I am proud of its rich and varied heritage’” (as cited in Singh, 2019, p. 49). He continues saying that “I used to wonder if all this were true, we were being beaten with false allegations of theft, when in fact we had committed no theft; why they beat my mother, pulled at her sari and asked her to hand it over alleging it to be stolen property” (as cited in Singh, 2019, p. 49). He, frowned upon the society questions. “Even now I wonder why if Bharat is our country we are discriminated against, why our race is branded and treated as a thieves’ community. If all Indians are brothers and sisters, why are not my brothers given jobs? Why do we not get land, decent houses? If we are all brothers, why are my brothers forced to resort to thieving in order to feed our people at home (as cited in Singh, 2019, p. 49)”

Hence the education preserves the pride and prejudice of dominant sections. This is why school education is unable to loosen the stronghold of cultural and social hierarchy which trains children parallel to the school education. For this reason, the indelible imprint on the young minds carry on throughout life and no training is able to purge it off. The involvement of teachers, in discussed inhumane activities, manifests not only the pedagogy and syllabi but ‘teacher training’ as also faulty, as it is unable to bring significant humanistic changes in the attitude of teachers. Regarding teacher training being ineffective, Krishna Kumar (as cited in Shri Krishan, 2017, 14) reasons that “Teacher training makes no difference.... On values and attitudes, the training process makes no impact; indeed, it is not intended to. The values imbibed from the dominant worldview of society are never challenged, so the young, trained teacher does not relate to policies which require a radical shift in values and attitudes.”

Results

From the detailed study and discussions done above, the following results are drawn.

1. Educational institutions in India have not proved the places of utopia for the marginalised section's students. In ancient times, they were not allowed to get education and now they face such discrimination.
2. The education and pedagogy have not brought the desired changes in the society so far. These have been a tool to perpetuate the dominant culture and structures.
3. Government enacted Acts and policies do not protect child rights in the absence of proper implementation. The poor implementation is rooted in dishonesty of the law enforcement officers which is result of inadequacy of the education.
4. Teacher-training has not been able to undo the impact of school education on the trainees which is why we find them absent from schools, agent of discrimination, and involved in abuse of children. They have not been able to bring any significant change in the society.

Suggestion

Thus, this study suggests that the educationists must design inclusive syllabi and pedagogy which is inclusive, egalitarian, just, and transformative whereas government agencies must formulate policies to achieve these targets. Further, the government must ensure strictly the implementation of the policies and Acts and all the violators be punished heavily. It also suggests the restructuring of 'teacher training' programme which may certainly produce honest, humanitarian and egalitarian teachers undoing the impact of school and education on them. And recruiting the teachers, the recruitment agencies must evaluate their psychology and social and professional attitude rather than the content knowledge and teaching aptitude. Only then the dream may come true and educational institutions may become utopian.

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Students' and Teachers' Understanding of the Concept of Democracy in the State of Jammu & Kashmir, India

Professor Pankaj Arora and Ranjan Kumar Sahoo

Abstract

The purpose of this research study is to comprehend secondary school students' and teachers' sentiments concerning democracy in the state of Jammu & Kashmir (J&K). The key intention was to explore how school education plays a major role in infusing the ideas and values of democracy among students and teachers of J&K. To scrutinise the understanding of this concept, an exploratory study has been conducted. A total of 512 students and 84 teachers from 10 schools in 5 different districts of J&K have been selected as samples by using purposive/ convenience sampling method. The researcher applied a self-developed questionnaire with semi-structured interviews, focused group discussions and classroom observation as a part of the required field work. The findings of the study indicate that conceptualisation of the term 'democracy' amongst students is most commonly associated with some facets of liberal democracy through a general focus on elections and voting, majority rule and individual civil liberties. An aspect of consciously idealistic conception of democracy has been also found. Democracy is understood as a utopia that maintains equality, liberty, unity, and the constitutional rights. Overall, democracy, in reasonable terms, appears more common than what we might have initially presumed. Moreover, although the evidence is mixed, it appears that interpretations are more prevalent based on ideas of freedom and liberty. One central implication of the study will be fruitful to present curriculum and pedagogical practices to develop democratic classroom processes which can help to heal conflict hit society and instil hope for better future.

Keywords: Concept of Democracy; Democratic Theory; Democracy Education.

Backdrop of the Study

The state of Jammu and Kashmir (J&K) which is also known as 'heaven on earth' is due to its extraordinary characteristics. For a state that is often labeled as "disturbed" the continuous disruption of peace comes through violent insurgent activities of the separatist groups like stone-pelting and killing of innocent people (Andrabi, 2017). In the past three decades (approx.), there has also been seen an increased radicalization among the youth in J&K. Thus, it becomes imperative that the students are provided with a kind of education which can help them in understanding the significance of peace. They should be shown a path which they can follow so that they become more socially responsible and work towards restoration of the harmony in the state by raising their voices against the separatist activities and curbing the separatist tendencies in the valley (EFSAS, 2018). The above said can take place by creating conducive conditions for learning and promoting education, knowledge, skills and an attitude needed to bring about behavioural change that will enable adolescents, youth and adults to prevent conflict and violence, both overt and structural and help

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to resolve conflict peacefully. The primary focus of this study has been to help - directly or indirectly, the educators in promoting the kind of education which will thereby play a pivotal role in making the state of J&K a peaceful and democratic state to live in (Malik & Majid, 2016). The term 'democracy' plays a significant role in this respect and its need is widely felt in a state like J&K. It helps in understanding the concept of justice, liberty, fraternity, equality along with the notion of active participation, self-governance, associative living, civic duties and responsibilities etc. (Sarwar et al., 2010; Daher, 2012; Broom, 2017). How people view, understand, and experience the concept of 'democracy' impacts their ability to interact with others in their communities. The term 'democracy' hence, is not only regarded as a form of government, but it is also considered as a way of life (Fuchs & Roller, 2018). In a democratic system, all citizens are entitled to their basic rights and efficiently follow their duties. Democracies always demand people's participation at the maximum level (Dundar, 2012; Tonga's, 2014). A democratic environment makes it possible for people to have access to liberty, equality and justice and grow in an environment where they can improve themselves (Mohanty 1986; Mathe, 2016).

Education plays a significant role in promotion of democracy. It also helps in democratic living, strengthening the spirit of nationalism, upholding peace and harmony. (Dewey, 1996; Dalton et al., 2007; Thogersen, 2011). Education plays an important role in upgrading and polishing of the knowledge of students and in helping them develop their own philosophical, sociological and psychological ideas and values which they use later. These values get engrained in the students and they then carry forward it to the next generation who emulate their teachers and look up to them as their guides and role models (Arora, 2013; Kus & Cetin, 2014; Munck, 2016). It also has the role of preparing citizens to think critically and act democratically. Teaching democracy relates reflection, action, community and politics of each other; it includes democratic processes of participation in decision making (Couto, 1998). Hence, the additional key intention of the study has been to explore how education plays a major role in instilling the ideas and values of democracy among students who can later become the harbingers of these values for their future generations. How it helps the young students to be critical and responsible citizens and what role has education played and presently playing in strengthening their bonds with the state/ nation?

Formal education happens in schools, where a different kind of learning happens. In a school, the students get the basic idea of society and their surroundings and are able to clarify their ideas with their teacher and mates (Vinterek, 2010; Weasel, 2017; Feu et al., 2017). Therefore, a school becomes an important place for learning about democracy. In schools, democracy is taught to students through activities and readings. This is the place which gives the idea of society and how basic theories work in society (Grossman, 2008). School is the place where students place their doubts on the concepts of society and with the help of teachers they try to decode it. (NCF, 2005; Jacob & Power, 2016; Al-Zubi, 2017). The school environment and classroom culture helps in teaching democratic knowledge, attitudes, values, and behaviours (Doganay, 2010). Students cannot acquire knowledge, attitudes and skills to successfully become conscious citizens without the simultaneous democratization of schools and school systems (Zyngier, 2012). Hence, the school environment, the classroom culture and practices play a significant role in shaping the notion of 'democracy' among students. The classroom culture and practices accomplished by a teacher also signifies teacher's conceptualisation of the concept of 'democracy' in true sense.

The social science curriculum also plays a significant role in this respect. Social science has been carrying the responsibility to nurture the young students as responsible, committed and critically aware citizens for the

nation (Jain, 2005). Social science not only helps us to understand social pursuits from different angles but also teaches us to look at the world with a broader vision so that sensitive thinking and compassion towards society can be developed (Batra, 2010). Ergo, the focus of the study has also been to look at the social science curriculum of schools and explore how it can help the students and teachers in learning and in becoming more critical, democratic, reflective and committed citizens.

Based on the identified needs, the study focused on the below mentioned specific objectives:

1. To analyse school education program for the promotion of democracy among students and teachers of J&K.
2. To make the concept of democratic institutions understood among students and teachers of J&K.
3. To study the conceptual understanding of democratic values among students and teachers of J&K.
4. To understand whether schools encourage and promote student's autonomy and participation in the decision making process at school level.

In the paragraphs that follow, we discuss how we framed this study conceptually, theoretically and methodologically.

The Notion of Democracy

Etymologically, the word 'democracy' is derived from two Greek words 'demos' which means 'the people' and 'kratos' which means 'the rule', giving the word 'democracy' its true meaning "rule of the people". However, the term democracy has roots in the 'Magna Carta', England's "Great Charter" of 1215 that was the first document to challenge the authority of the king, subjecting him to the rule of law and protecting his people from feudal abuse.

A more general definition, from the Cambridge English Dictionary, states that democracy is 'the belief in freedom and equality between people or it is a system of government based on this belief, in which power is either held by elected representatives or directed by the people themselves.' Another general definition of democracy, from the Collins English Dictionary, emphasizes the social and political nature of the term, 'the practice or spirit of social equality.'

However, the most general definition of democracy, which is a term explored not only in the political arena, but also in every zone of society and everyday life, is that it is "a system focused on the rule of the people" (Dogan, 2005). Democracy makes sense in a system as long as it is based on political justice and freedom of the citizen. Democracy can be described in this form as a structure, a way of governance and existence, where a person can freely decide, as a political being, how to determine his/her place in society; and a way of life (Gokce, 2009).

Individual and group activity, both play a crucial role in defining democracy as a way of life. Democratic principles are also a top priority in interpersonal relations, relations between individual entities and organizational policies (Kincal, 2004). Even Dewey (1996) points out that democracy is a way of life based on experiences of communicating with people and therefore, allows people to communicate. In this way, it removes class differences and biases that may impede the establishment of contact between individuals. It is for the same reason that people's actions in democracies should be taken into account. As can

be understood from the above statements, democracy is basically a people created mechanism that organizes relationships between individuals, groups, and organizations, as well as the organization of government bodies.

Further, it can be stated that democracy, which typically upholds the principles such as peace, tolerance and the ethos of living together, is a system that also retains values such as justice, involvement in decision-making, human value, the rule of law, freedom of thought, accountability, loyalty, compassion, pluralism and equal opportunities (Yesil, 2002). It is a democratic process in which people have a voice in political power; and it guarantees values such as: justice, fairness, openness, and exchange of ideas. It is a democratic way of life that assures and protects people with the greatest equality (Buyukkaragoz, 1995).

The literature in this area also revealed that there is a variety in understanding democracy. There is a subjective quality of democracy (Fuchs & Roller, 2018). There is a normative concept of democracy (Broom, 2017). There is also a 'thin' conception of democracy with voting and elections as central to democracy (Zyngier, 2011). However, in the idealistic conception, democracy is found as a utopia that is based on the descriptions like perfect equality, liberty, unity, respect, voting, human rights and freedom, self-government of public, rights and responsibilities, justice and all Constitutional rights (Kubow, 2007).

Theoretical Framework

The theoretical framework of this study is based on three political concepts that are predominant in the philosophy of democracy: **liberal democracy**, **participatory democracy** and **deliberative democracy**. All these three dimensions offer different views on the role of the citizen in a democracy and on the state-citizen relationship.

The liberal view of democracy focuses on individual citizens and their interests instead of the 'common good'. Citizens mainly act as voters, and politicians are their leaders, defending their positions, vying for votes (Schumpeter, 1994). The value of individual rights, meant to protect the independence of the person, is strongly interwoven with this individualistic understanding of politics. Behrouzi (2005) argued that this definition of democracy misrepresents the "true" idea of democracy as "rule by the people." He used the term "audience democracy" to demonstrate that the role of electorate is mainly "reactive"; it is left to respond to questions pre-defined by 'political advertising' through opinion polls, mass media and legislators. This criticism is reflective of several claims in modern democratic philosophy against competitive principles of democracy.

Participatory democracy is the second core concept in the philosophy of democracy. Behrouzi (2005) saw the mission of "rescuing the true significance of democracy" as the most important aspect of the participatory democracy movement in the 1960s and 1970s. The central idea was that free and fair election was not enough: a true democracy requires higher levels of citizen participation and decision-making power. Rasch (2004) argued that in a participatory perspective, democracy must be seen as a goal in itself by contributing to its member's self-realization. The idea that active participation will help create truly democratic citizens was essential in Pateman's (1970) work on participation in local and micro processes in workplaces, and in Dewey's (1916) insistence on increased participation opportunities. Dewey (1916) also challenged the idea of majority rule, questioning how a plurality becomes a majority and the antecedent processes.

Third, from the early 1990s, the idea of deliberative democracy began to develop. In the notion that decision-making processes require deliberation, theories of deliberative democracy emerged from participatory democracy. Deliberative democratic processes are considered to turn the interests and views of individuals into “positions that are morally and rationally justified and convergent” (Behrouzi, 2005). According to Behrouzi (2005), the main driving force behind these transformations are the power of reason, the morals of the participants and the consideration of the common good, as well as the idea that decision-making is first and foremost consensus-building (Habermas, 1995).

Based on the work, on addressing the quality of democracy, Munck (2016) discussed an expanded and minimal definition of democracy, which was meant to unite the two perspectives. His minimal definition was “electoral democracy”, while his expanded definition suggested that democracy includes political freedom, political equality, decision-making by governments, and the political social environment.

Democracy and Education

According to Franklin D. Roosevelt, **“Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.”** Dewey (1916) also emphasized on the role of schools in developing citizens that have proper knowledge and skills necessary to act for the common good in a democracy. He supported the idea of citizen preparation for a successful democracy and related democracy with education with a suggestion to ensure qualitative democracy; we must empower the youth with knowledge of their rights and duties, as well as make them responsible towards social and economic issues in society. In this way, education is the prime instrument in the creation and development of a democratic society. In the same vein, Arora, (2013) described democracy as **‘an experiment in living’** emphasizing that education is not merely a preparation for living, but it is living itself. There is a close relationship between education and democracy, as education helps in the preservation and growth of a democracy.

Likewise, Mohanty (1986) described democracy and education to bear a reciprocal relation, but it was the democratic thought that takes the lead in introducing democratic education. Democracy lays the foundation for education and education is essential for the perpetuation of democracy and for achieving the ends of democratic civilization. He also stated that if we want to provide democratic education, the entire educational system: philosophy, organization, methodology, management and so on, have to be geared to the desired objectives and oriented to the principles of democracy, this is called a democratization of education. In his words **“democratization means equality of educational opportunity, high productivity, maximization of good qualities, realization of democratic principles and precepts into practices.”**

Thinkers, such as J.S Mill, John Dewey, Karl Manheim have also expressed conditions under which democracy can be expected to function effectively, some of which relates to qualities of the mind and character that are supposedly necessary for democratic citizens. Education helps in instilling these qualities of mind and character, enabling a democratic citizen to work for the preservation and promotion of a democratic society. Mill viewed education not as a matter of just schools, colleges and universities, though these are, of course, important as institutions where educative influence is concentrated and focused on clearly formulated goals. He contends that, along with these, the home, the local community, at work and at

leisure, all are potent educators. He reinforces the relevance of an 'educative democracy', for the protection of a democratic setup, where in the individual learns about democratic ideals, not only in educational institutions, but in its total environment and in the totality of people's lives. The extent, to which it achieves this, becomes the principal criterion of its status as a democracy (Garforth, 1980). Mosher R.L. et al. (1994) have suggested in, **Education for Democracy and Full Human** that "we believe in the intellectual development of the students that helps and ensures the civic and political participation of all citizens in a democracy."

In India, we have been valuing democracy since independence. The Constitution framers emphasized the significance of India's democratic ideals for the wellbeing of its citizens and this focus on the development of active, democratic citizenship, is visible in the aims of several education policies and commissions set up from time to time (Dushi, 2010). University Education Commission (1948-49) outlined one major aim of education, that is to train the learners for democracy. Similarly, Secondary Education Commission (1952-53) took note of the country's changing circumstances in the post-independence period and reaffirmed that educational priorities would concentrate on the development of democratic citizenship. The Commission also stated that education, which is national in character, must develop in its citizen's habits, attitudes and qualities of character and equip them to cope with life situations, in the changing economic structure. Equally, in the Kothari Commission (1964-66), emphasis has been laid on national integration and making children understand, through education, that democracy is not only a form of government, but is a way of life. For the success of the democracy, citizens are required to be well versed with not only the rights to which they are entitled but also with their duties. The major policy measures of National Policy on Education (1986) also referred to education as enshrined in the Constitution to establish ideals of democracy, communism and secularism. The NPE recommended that all students under the national education system should have access to education of comparable quality; it further sought to have a common educational framework including a common core under the National Curriculum Framework core. The POA (Programme of Action 1992) also updated the NPE 1986 and further proposed a variety of methods in which overall education can enrich the roots of the socio-political system.

Methodology of the Study

Research Design

Keeping in view the objectives, the investigators conducted an exploratory study by selecting qualitative approach for the study. However, the investigators selected this approach in order to capture the enthusiasm, concerns, perspectives and opinions of both- students and teachers in their own words.

Population and Sample

Although the population of the present study are the secondary school students and teachers in the state of J&K, however, the target population is restricted only to secondary schools of five districts of J&K: Jammu, Udhampur, Srinagar, Baramulla, and Budgam. After selection of five districts the researchers purposively selected ten secondary schools (two from each district) as the research site of the study. Then all the available teachers in the identified schools and students of classes IX to XII were taken as sample. A total of 84 teachers and 512 students formed the sample of the study. The details about the sample are given in the following table.

| Table 1 Sampling Description | | | | | | |
|------------------------------|----------------|-----------------|-----------------|------------------------------|----------------------------|---------------------------------|
| District | No. of Schools | No. of Teachers | No. of Students | No. of Classroom Observation | No. of FGDs with Students | No. of Interviews with Teachers |
| Jammu Region | | | | | | |
| Jammu | 02 | 6+7=13 | 30+46=76 | 02 | 02 (One in each School) | 02 (One in each School) |
| Udhampur | 02 | 6+8=14 | 39+60=99 | 02 | 02 (One in each School) | 02 (One in each School) |
| Kashmir Region | | | | | | |
| Srinagar | 02 | 8+10=18 | 36+28=64 | 02 | 02 (One in each School) | 02 (One in each School) |
| Baramulla | 02 | 9+10=19 | 46+137=183 | 02 | 02 (One in each School) | 02 (One in each School) |
| Budgam | 02 | 8+12=20 | 36+54=90 | 02 | 02 (One in each School) | 02 (One in each School) |
| Total | 10 | 84 | 512 | 10 | 10 | 10 |

Tools Used

In order to obtain detailed information from the respondents (teachers & students) regarding the concept of democracy, the following tools were developed and used by the investigators.

Classroom Observation

A classroom observation schedule was prepared with the intention to observe classroom culture: classroom characteristics, content and interpretation, teaching-learning process, specific pedagogic techniques used by the teachers and to note student-teacher interactions. Moreover, the underlying reason behind the development of this tool was to make a triangulation and cross-validation of data with the questionnaire, interview and Focus Group Discussion (FGD).

Questionnaire for Students

A questionnaire was developed for students. The student questionnaire comprised of twenty-one multiple choice items, where the students were given full freedom to choose more than one option as their answer. Further the questionnaire was divided under two broad themes such as understanding on the concept of democracy which included fourteen items and the role of the teacher and school which included seven items.

The underlying reason behind the development of this tool was to capture rich data related to the concept of democracy along with its practices in classrooms, schools and in the society.

Questionnaire for Teachers

A questionnaire was also prepared for teachers. The teacher questionnaire was divided under three broad sections - the first section had ten multiple choice items, where the teachers were also given full freedom to choose more than one option as their answer. The second section had twenty-three statements which were given in five-point rating scale starting from Always (A) to Never (N). Finally, the last section constituted of sixteen statements which were also given in a five-point rating scale starting from Strongly Agree (SA) to Strongly Disagree (SDA). The underlying reason behind the development of these tools was also to capture as rich data as possible related to the concept of democracy along with its practices in classrooms, schools and in society.

Focus Group Discussion with Students

FGD as a tool was developed for students. The tool was developed with the key intention to find out students' perception about the concept of democracy along with discussion about their own experiences in classroom, school and in community.

Interview Schedule for the Teachers

The researchers developed a semi-structured interview schedule, by taking help and opinions of the experts and peer group to collect in-depth data from the teachers about their own experiences in classroom, school, and in community in relation to the concept of democracy.

Findings of the study

Social Science Textbooks in J&K

A detailed chapter wise analysis of the Social Science textbooks from classes 6th to 10th was done which revealed that political science text books for classes 6th to 8th were very general in nature and content, nothing specific existed in the books to teach any concept substantially. The books only talked about what existed in the surroundings. The books 'Social and Political Life' did not represent the political life of society, adequately. More stress was given on social life and a sociological outlook; the researchers feel that it is inappropriate that the appreciation of democracy is not given its due importance. It mostly talked about and over emphasized the caste system and women rights, but there were other issues, which needed to be addressed but were not listed. In the same vein, the political science textbooks for class 9th and 10th were positive in developing democratic and citizenship skills. They give space to the concept of democracy. Overall books are theory oriented and need a revamping in terms of practical learning of democracy.

The current books of social science can only sensitize students about different issues, but do not help to give them any practical knowledge about the same. For instance, in **Social and Political Life**, the books were full of social issues, but nothing related to political awareness was mentioned in the text. There are some chapters, where there are no linkages with the previous chapters. Thus, students may not be able to make much sense out of these chapters. Hence, continuity along with linkages with previous chapters should be taken into account. In addition to above, it is also essential that the review of the textbooks should be done

from time to time, so that the upcoming concerns can be added and perspectives which were left out could be given due space. The Social Science books also need to be revised, with reference to the political perspective.

The School Environment and Classroom Culture

The study would remain incomplete unless we discuss the role of school environment and classroom culture in the promotion of the notion of ‘democracy.’ In response to this, observation was done and the observation schedule was characterized under three heads viz. classroom characteristics, content of study and its interpretation, the teaching methodology or classroom process. The first dimension ‘classroom characteristics’ was studied under two interrelated categories: physical characteristics and psycho-human characteristics. Physical characteristics refer to the apparently non-human aspects, which include the infrastructure, availability of resources, and the surroundings. It was observed that very few classrooms are fully endowed with satisfactory physical environment. Only schools which were situated in city areas or at the centre of the cities were found fully endowed with satisfactory physical environment in the classrooms, otherwise in other schools the size of the classroom was not according to the strength of students, rather it was found fully crowded and there was no scope for organising any activity. The picture is more appalling in case of schools situated in grey areas of that district. In response to the sitting arrangements, it was also observed that the classroom environment was not democratic in nature because high performance students were found in the first or second row of the class. Further in connection to sitting arrangements, boys and girls in every school were also found sitting separately. Nowhere boys and girls were observed sitting together in the classroom. This is an indicator of the perception of gender inequality among students and teachers of the schools. None of the classrooms were found suitable for Children with Special Needs (CWSN). Only three schools out of ten had provision of ramp. Hence, in connection to classroom characteristics, we can say that there is much scope for improvement. Regarding psycho-human characteristics, relations among students and relations among student-teachers is found satisfactory in many cases. In addition, it was found that the role of teacher has been shifted from authoritative to that of a facilitator. During observation, it was also noticed that teachers were listening to the students’ views and encouraging them for expression and group responsibilities.

In connection to the second dimension ‘content and interpretation’, it was found that very few teachers were able to connect topic with local examples and situations. They were often found sticking to the textbook; as a result, students were also not able to relate many concepts to their daily life. Similarly, it was also observed that teachers ignored and avoided discussion on a debatable concept. The same kinds of responses were received when teachers were provided statement to rate whether they involve their students in discussions about socio-political issues or issues that ought to be perceived as controversial. Less than one quarter of sampled teachers reported that they do so. In connection to use of learning models, it was observed that most of the classes were in lecture method and reading from the textbook. In history classes, teachers used more of a standard lecture, with some questions going back and forth. In other classes teachers were found teaching the lesson directly from the textbook. They felt the pressure to get through the syllabus and to stick to the assigned material. Consequently, not even in a single classroom was it found where the teacher was using a unique learning model.

In context to the third and most important dimension ‘the teaching methodology’, it was observed, that remarkable changes have been occurring in the teaching learning process, although most of the classes were

found in lecture mode but still the idea of respect, freedom, equity and equality were quite visible in the classrooms. With specific reference to the use of language in classroom it was observed that the teacher used language keeping in mind the nature and diversity of the classroom, as many times it was found, along with Hindi, teachers were also using local language to clarify the concepts. In this way, they try to take into consideration the needs of all students while teaching. However, similar situation was not found when it came to cognitive ability recognition. It's a matter of irony that in most of the classes, teachers were not acknowledging diversity and individual differences. Further, most of the teachers said that they valued class discussion, dialogue and debate as key teaching methods, but mostly discussion was more of a Socratic exchange. No formal debates were observed in any of the classes. Debate only happened occasionally and spontaneously when learners disagreed on certain issues. Teachers kept a tight rein on discussion, and sometimes even suppressed it entirely. During discussion, teachers came up with their own reasons why debate was occasionally inappropriate. First, they suggested they had such a packed syllabus resulting in very little time for discussion and debate. Second, debates tend to get heated very quickly. This could happen along racial lines, which teachers sought to avoid. Third, the formal rules of debate, such as taking turns, using points and counterpoints, are not taught, resulting in the situation to spiral out of control. Fourth, teachers sometimes feel that learners do not have enough background and facts to have a productive debate. In connection to use of ICT to make teaching-learning process more alive and effective, it was observed that all sampled schools were not adequately and evenly equipped with peripheral hardware. Overall picture on availability of computers and peripheral hardware in all schools was not sufficient for unlimited as well as multiple uses by the students and teachers. None of the sampled schools had hardware facilities for differently abled children. Further, access to computer by teachers was primarily provided in the dedicated computer room/computer lab. None of the sampled schools has access to computer facilities in the classroom.

In addition to these three dimensions, certain items were also included in the observation schedule to study positive component of democracy like equality, respect for others, freedom, collective wellbeing, rights and responsibilities, rule of law & peace, and democratic practices. In addition to the component '**equality**' it was revealed that majority of teachers concentrate on equality as most of the time they were found encouraging their students to develop attitudes for collaborative problem solving, providing equal chance to all students in all scholastic and co-scholastic activities and also allowing their students to learn co-operatively in groups with other students. In response to the component 'respect for others', it was found that teachers also emphasized on it, as they were seen encouraging their students to understand divergent viewpoints of other peers and appreciate each other's talent.

Regarding '**freedom**' it was found that teachers were acknowledging the existence of basic freedom in their classroom such as, freedom of thought, freedom of speech etc. Further, they also believe in giving proper space and scope to students for active participation and allowing students to ask questions. In response to the component of 'collective wellbeing' it was observed that majority of teachers encouraged students to be engaged in group activities so as to realize their rights and responsibilities in a group. But when it comes to community work it was found that students rarely took part in community work to help people in community.

In response to the component '**rule of laws and peace**' it was revealed that in cent per cent of school students learn to abide by and respect the laws, learn about the need and ways to protect the environment and promotion of human rights. In response to the component 'rights and responsibilities' it was found that most of the teachers were aware about their rights and responsibilities and also giving importance

to it as they were emphasizing on democratic behaviour along with values and skills such as justice, liberty, equality, responsibility, tolerance, problem-solving, and respect towards others. In response to the component ‘**democratic practices**’ it was unveiled that in some points teachers are quite democratic by nature as they use appropriate language in the classroom keeping in mind the nature and diversity of the classroom. They also acknowledge individual differences and act as a facilitators but somehow when they were asked the same question in a different way during interview, a huge variance was found in their opinions, for instance, many teachers stated ensuring discipline and freedom and/or paying attention to all in classroom is always a big challenge for a teacher as a lot of diversity exists in the classroom. They also stated that, sometimes, as per the need of the situation, the teachers had to act authoritatively to maintain discipline. So it can be concluded that almost all schools are democratic in nature as the notion of equality, freedom, responsibility, values etc. is found in every school, but although insignificant in number but still we can’t deny that the notion of authoritative approach and hierarchy is still prevailing in schools which should not be present.

Students’ and Teachers’ Understanding of the Concept of Democracy

In the study it is evident that students from Jammu region as well as from Kashmir region have a general understanding regarding the term democracy. The understanding is mostly found based on bookish knowledge and the way they were taught, as most of them reported democracy means all citizen have an equal say, all citizens can vote, freedom to all, and it is a form of government in which people elect their representatives. Both students and teachers, in this study, also strongly identified with some facets of liberal democracy, such as majority rule by voting, but they also brought up elements of participatory and deliberative views of democracy, such as other forms of involvement or participation and the importance of debate and discussion. An aspect of consciously idealistic conception of democracy was also found. Democracy is understood as a utopia that maintains perfect equality, liberty, unity, and all Constitutional rights.

A second feature of conceptualization was a strong focus on individual rights including human rights, and this was found as the second most common way for respondents to describe democracy. Both students and teachers strongly believe in equality, liberty, welfare of all people along with free elections and ensuring social justice as the essential elements of a democracy. They also reported freedom, responsibility, equality, respect towards others and rightful conduct of all, comes under democratic behaviour. Similarly, the chief component of a functioning democracy suggested by both, students and teachers, are protection of human rights and fundamental freedoms, free and fair elections, ensuring equality for a democratic and civil society. They also suggested that they want to value democracy as it protects human rights, ensures equality, justice, liberty, and maintains law and order irrespective of caste, creed, colour, sex and religion and leads to a peaceful life. It was found from their responses that “we need democracy”. It should not only be limited to classroom, rather it should be in co-curricular activities, in school, in home, in society, in job sector and in and overall in the entire nation. In the umbrella understanding, democracy in reasonable terms appears more common than what we might have initially presumed. Although the evidence is mixed, it appears that interpretations are more prevalent, based on the ideas of freedom and liberty.

In response to the term association of freedom to life, it varies in both the regions. Students of Jammu region stated they were living their life as per their wish whereas Kashmiri students stated they only read freedom in their books. In their daily life there is no freedom as they are not allowed to go outside in the

evening, they are not allowed to go to market alone and likely many more such instances were prevalent. In response to elections, both students and teachers suggested there is a need of election for several reasons: to make peaceful and fair elections, to elect right kind of leaders, to understand people's needs and to fulfil it, to stop disputes and to raise our voices against any kind of injustice. Elections and voting were mentioned as a benchmark of democracy. Similarly, in response to the role of political parties in a democracy, it was suggested that political parties should work for fulfilment of needs of the citizens; they should be involved in public affairs. But however respondents from both regions think that political parties create division in the society on the basis of caste, class, religion and gender. Both students and teachers are found mistrustful of and disillusioned by politics as well as by political parties.

In response to the meaning of rights, it was found that students were quite aware about different kinds of fundamental rights granted by the Constitution of India- like right to equality, right to life, right to education, right to freedom, right to freedom of religion, and right against exploitation. However, they were found to be unaware about the newly added right, 'right to privacy.' Students in this study were found to be against the gender stereotype, when they were asked, what if education is meant only for girls? They strongly opposed the statement and suggested it is wrong and unjust. They also reported that they all are living in a democratic country and everyone is equal in a democratic nation. Further, participants did talk about challenges that are faced by our democracy today like economic domination, violence, diversity in the society, corruption, demand of separate state, incompetent political leadership, unemployment, fight among people who adhere to religion blindly, caste, language, and role of money at the time of elections.

Conclusion

In this study, we have tried to assess the understanding of the concept of democracy by the students and teachers in the state of Jammu and Kashmir. The study found a variety in the understanding of the concept of democracy. There we found subjective qualities of democracy, normative concepts of democracy and idealistic concept of democracy. The study also strongly identified with some facets of liberal democracy along with participatory and deliberative views of democracy. Largely, democracy in reasonable terms appears more common than what we might have initially presumed. Hence, a realistic approach is needed for policy makers to concentrate more on policies related to bringing about education for democracy. Despite frequent theoretical shifts, emphasis should be on practical things which enhance learning of democracy.

As school plays a strategic role in the promotion of democracy, principals should also foster a healthy work environment in schools so that understanding of democracy can be realized. Schools should ensure freedom, discipline, encourage group activities, and include students in decision making process to become more democratic. Similarly, teachers should encourage freedom of expression, group responsibility, individual differences, respect to all religion, maintain eye contact with students, take care of language or medium of instruction, promote gender equality, and diversity in the classroom to make the classroom more democratic while teaching. Schools should also organize group activities, discussions, debates, symposiums, seminars and many more because such kind of activities are for the development of democratic thinking among students. The central implications of the study will be fruitful to introduce curriculum and pedagogical practices to develop democratic classroom processes which can help to heal conflict hit society and instill hope for better future.

Recently, the Indian government has also abolished both the Articles: Article 370 and Article 35A, which gave special status to the state of J&K. Both Articles acted as a hindrance to the holistic development of the state affecting every sector. Its impact imposes a sense of exclusivity and separation from the rest of the country, which has led to conflict, religious extremism, and violence for more than 70 years. We are expecting, the abolition of both these Articles, to bring a blanket development of the state of J&K in every sphere.

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A Study of Relationship between Organisational Climate and Organisational Commitment among Teacher Educators of Self-Financing Teacher Education Institutions (TEIs)

Ms. Jyoti Vats and Prof. Mohd. Yusoof

Abstract

For any organization to run efficiently and successfully, commitment of the employees towards the organization is very important. Employees' emotional, conative and normative attachment to an organization, is a boon to any organization. The organizational climate or organizational culture is reflected in an organization's objectives which aim to develop its staff or employees by providing them good working environment and condition, assisting and supporting them in having job satisfaction, and thus all these will enhance commitment among the staff towards the organization (Dorgham, 2012). There are many studies assessing the role of organisational climate and organisational commitment but the TEIs' organisational climate and commitment relationship is never studied. The present study aimed to find out the relationship between organisational climate of TEIs and organisational commitment of the teacher educators. For the study, the tools developed by Halpin and Croft (Halpin and Croft's Organizational Climate Description Questionnaire); and, Allen and Meyer's (Organizational Commitment standard questionnaire) were adapted and standardised by the investigator. The study revealed that there is no correlation between the organisational climate of TEIs and organisational commitment of the teacher educators.

Keywords: Organisational Climate; Organisational Commitment; TEIs; Teacher Education; Teacher Educator.

Introduction

The relationship between the organisational climate and employees' commitment remains to be the continuous area of research interest for several researchers since long (Cullen, Parboteeah & Victor, 2003; Martin & Cullen, 2006; Sims & Keon, 1997).

Organizational climate is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are relatively enduring over time; and (c) influence the behaviour of the people in the organization (Forehand & Gilmer, 1964)

Organization climate can operate as a constraint system in both the positive and negative sense. Information is provided to the employees about what kind of behaviour will be rewarded, punished or ignored. These behaviours can be influenced by varying degrees of rewards and punishments. Such a system would influence the behaviour of those people who are most interested in those specific values, which are assigned to different behavioural outcomes (Bharthvajan, 2014).

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Commitment of an employee, in the view of Meyer & Allen (2004), is employees' intention to persist, thus organisations' attempt to foster commitment in their employees in order to achieve stability and reduce levels of turnover. Chow (1994) is of the view that, it is an extent to which employees identify with their organisations. Suliman & Iles (2000) add that employee commitment has advantages for both employees and organisations. These include: Increased employee work performance, a motivated workforce, an improved organisational environment and reduced negative behaviours such as high turnover and absenteeism. They further note that organisational development, growth and survival are enhanced, which results in a successful organisation. In the views of Roodt (2004) employee commitment evolves from engagement, attachment and involvement. Allen and Meyer (1996) see employees' commitment towards their organisations as the psychological link between the employee and the organisation that reduces employee's intention to leave the organisation.

According to the view of Churchill, Ford, & Walker (1976) for understanding how an employee perceives organizational climate, it is necessary to consider the employee's perceptions of the work situation (including the characteristics of the organization they work for) and the nature of his/her relationships with other people in the same environment. But limited researches have undertaken this climate and commitment relation in context of the educational scenario of teacher education. It is very critical and complex to understand the organizational environment that affects the commitment level of teaching staff. As faculty members try to enhance and make reforms in their research activities, their way of teaching, their attitude towards co-workers and students may vary with their level of commitment towards their institute concerned (Takrim, Rehman & Amin, 2015).

In India pre-service teacher education is being offered by both government as well as private educational organizations. More than 1000 self-financing teacher education colleges are currently functional under different State Universities. All these are affiliated colleges. Each college has its own vision, mission and objectives of providing teacher education. But important thing is that there are almost thousands of qualified and non-qualified teacher educators working in these colleges. The organizational climate of these institutions varies from democratic to autocratic. Teachers are working in weary conditions. Most of the teachers in these institutes are working on contractual basis. With the renewal of affiliation, teachers' services are renewed. They work for long working hours, low salary, lack social security, medical facilities; and service conditions in these institutions are highly stressful etc. The policy of retrenchment normally works in the institution. As a result, many of the employees get retrenched once the academic session is over because institutes avoid giving salary for the summer or winter breaks. Teachers do not have academic autonomy, and involve in non-academic and petty works. In these conditions the organizational commitment is a serious concern. The present study is conducted in self-financing institutions of NCR region to find out organizational climate of institutions and its bearing on organizational commitment.

Research Objective

To Study the Organizational Climate of the Self Financed Secondary Teacher Education Institutions.

Research Hypothesis

There is a no significant relationship between Organizational Climate of the Self-Financed Secondary Teacher Education Institution and Teacher Organizational Commitment.

Methodology

The present study is a Descriptive correlation Research and employs Quantitative Non Interventive Research Design. Such a design describes the trends among the population and helps in establishing relationship between various variables of the research. The standard format in Quantitative Non Interventive Research Design ensures that the entire data sample can be analysed fairly.

Sample

The sample of the Teacher Educators is selected randomly from systematically selected 36 Teacher Education Institutes from Delhi NCR region. The number of Teacher Educators who participated in the study are 100, from Delhi, Ghaziabad, Faridabad, Gautam Budha Nagar and Gurugram. The percentage of participants from each region is given in the Table below.

Instrument

For evaluating, Organizational Climate Tool, developed by Halpin and Croft was adapted by the investigator for the present study. This questionnaire has 131 items related to fourteen dimensions of organizational climate: Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Team and Support; Quality of Services; Conflict Management; Commitment and Morale; Training and Learning; and Direction. The instrument seeks responses on a Likert five-point scale ranging from Strongly Agree to Strongly Disagree. The Cronbach's alpha value of the test in Indian conditions is 0.89; thus, it demonstrates that the scales are consistent and reliable.

The second instrument used for evaluating (organizational commitment of Teacher Educators', is Allen and Meyer's Organizational Commitment Scale OCQ) and was adopted by the investigator. The questionnaire, comprises 18 questions. In this scale, three dimensions of Organizational Commitment viz a viz Affective Commitment, Continuance Commitment, and Normative Commitment are there. The respondent's responses are recorded in 5-point Likert system ranging from Strongly Agree to Strongly Disagree. Reliability of the Organizational Commitment Questionnaire obtained from Cronbach alpha is 0.80.

Results and Discussion

Descriptive Characteristics of the Participants

| | Variable | Frequency(N) | Percentage |
|-------------------------------|-------------------------------|--------------|------------|
| Sex | Female | 76 | 76% |
| | Male | 24 | 24% |
| Setting | Rural | 45 | 45% |
| | Urban | 55 | 55% |
| Professional Qualification | M.Ed., NET | 80 | 80% |
| | M.Ed., NET, Ph.D. | 20 | 20% |
| Total Professional Experience | Less than 5 Years | 30 | 30% |
| | Equal or Greater than 5 Years | 70 | 70% |

Descriptive statistics of Organisational Climate and its Dimensions

| S.No. | Dimensions | Minimum | Maximum | Mean | S.D. |
|-------|-------------------------------|------------|------------|---------------|-----------------|
| 1 | Role Clarity | 19 | 42 | 32.51 | 4.57153 |
| 2 | Respect | 12 | 27 | 19.11 | 3.457958 |
| 3 | Communication | 30 | 56 | 39.48 | 5.997441 |
| 4 | Reward System | 29 | 58 | 47.34 | 5.683966 |
| 5 | Career Development | 26 | 56 | 39.38 | 6.001313 |
| 6 | Planning and Decision Making | 32 | 61 | 41.64 | 7.528424 |
| 7 | Innovation | 16 | 37 | 25.83 | 4.568347 |
| 8 | Relationships | 20 | 38 | 29.15 | 3.793602 |
| 9 | Team Work and Support | 22 | 42 | 32.3 | 4.372781 |
| 10 | Quality of Service | 12 | 26 | 19.14 | 2.752483 |
| 11 | Conflict Management | 16 | 33 | 24.82 | 4.088367 |
| 12 | Commitment and Morale | 15 | 34 | 25.91 | 4.097536 |
| 13 | Training and Learning | 6 | 23 | 16.09 | 3.567799 |
| 14 | Direction | 10 | 28 | 18.04 | 4.029989 |
| | Organisational Climate | 341 | 460 | 410.74 | 18.78029 |

Descriptive statistics of Organisational Commitment and its Dimensions

| S.No. | | Minimum | Maximum | Mean | S.D. |
|-------|----------------------------------|-----------|-----------|--------------|-------------|
| 1 | Affective | 11 | 28 | 19.29 | 3.61 |
| 2 | Connative | 12 | 28 | 20.04 | 3.56 |
| 3 | Normative | 13 | 27 | 19.98 | 3.18 |
| | Organisational Commitment | 44 | 77 | 59.28 | 6.80 |

From the descriptive statistics obtained on organisational climate and organisational commitment, it can be clearly seen that all mean values fall between the minimum and maximum range of the data. The highest mean perceived by the teacher educators in organisational climate is 47.34(Reward System) and for organisational climate is 20.04 (Connative). But this is not sufficient as a scientific evidence; therefore, one sample t test was also used. The t test results show that there is no significant difference in the sample mean and hypothetical population mean.

Correlation results between Organisational Climate and Organisaional Commitment

For finding out the relationship between two independent variables i.e. organisational climate and organisational commitment Pearson Coefficient Correlation test is used as the research data meets its all assumptions.

| Variable | r Value | p Value |
|--|---------|---------|
| Organisational Climate and Organisational Commitment | r=0.061 | P= .54 |

| S.no. | Organisational Climate | Organisational Commitment | | | | | |
|-------|------------------------------|---------------------------|--------------|------------------------|--------------|----------------------|--------------|
| | | Affective Commitment | | Continuance Commitment | | Normative Commitment | |
| | | r Value | p Value @.05 | r Value | p Value @.05 | r Value | p Value @.05 |
| 1 | Role Clarity | 0.23 | 0.024 | 0.18 | 0.072 | 0.15 | 0.141 |
| 2 | Respect | 0.22 | 0.026 | -0.03 | 0.767 | -0.09 | 0.429 |
| 3 | Communication | -0.06 | 0.559 | -0.16 | 0.105 | -0.13 | 0.208 |
| 4 | Reward System | 0.07 | 0.482 | 0.09 | 0.399 | 0.13 | 0.194 |
| 5 | Career Development | -0.02 | 0.874 | 0.11 | 0.297 | 0.06 | 0.558 |
| 6 | Planning and Decision Making | -0.01 | 0.914 | -0.05 | 0.594 | -0.05 | 0.594 |
| 7 | Innovation | 0.09 | 0.343 | -0.03 | 0.782 | -0.15 | 0.139 |
| 8 | Relationships | 0.02 | 0.827 | -0.01 | 0.921 | 0.09 | 0.360 |
| 9 | Team Work and Support | 0.02 | 0.868 | -0.08 | 0.406 | 0.14 | 0.181 |
| 10 | Quality of Service | 0.02 | 0.836 | -0.04 | 0.730 | -0.01 | 0.921 |
| 11 | Conflict Management | 0.13 | 0.184 | 0.19 | 0.053 | 0.18 | 0.080 |
| 12 | Commitment and Morale | -0.04 | 0.679 | -0.11 | 0.276 | -0.17 | 0.091 |
| 13 | Training and Learning | -0.19 | 0.061 | -0.12 | 0.223 | -0.10 | 0.342 |
| 14 | Direction | -0.07 | 0.553 | 0.01 | 0.950 | -0.02 | 0.874 |

Correlation results between dimensions of Organisational Climate and Organisaional Commitment

| S.no. | Organisational Climate | Organisational Commitment | | | | | |
|-------|------------------------------|---------------------------|--------------|------------------------|--------------|----------------------|--------------|
| | | Affective Commitment | | Continuance Commitment | | Normative Commitment | |
| | | r Value | p Value @.05 | r Value | p Value @.05 | r Value | p Value @.05 |
| 1 | Role Clarity | 0.23 | 0.024 | 0.18 | 0.072 | 0.15 | 0.141 |
| 2 | Respect | 0.22 | 0.026 | -0.03 | 0.767 | -0.09 | 0.429 |
| 3 | Communication | -0.06 | | -0.16 | 0.105 | -0.13 | 0.208 |
| 4 | Reward System | 0.07 | 0.482 | 0.09 | 0.399 | 0.13 | 0.194 |
| 5 | Career Development | -0.02 | 0.874 | 0.11 | 0.297 | 0.06 | 0.558 |
| 6 | Planning and Decision Making | -0.01 | 0.914 | -0.05 | 0.594 | -0.05 | 0.594 |
| 7 | Innovation | 0.09 | 0.343 | -0.03 | 0.782 | -0.15 | 0.139 |
| 8 | Relationships | 0.02 | 0.827 | -0.01 | 0.921 | 0.09 | 0.360 |
| 9 | Team Work and Support | 0.02 | 0.868 | -0.08 | 0.406 | 0.14 | 0.181 |
| 10 | Quality of Service | 0.02 | 0.836 | -0.04 | 0.730 | -0.01 | 0.921 |
| 11 | Conflict Management | 0.13 | 0.184 | 0.19 | 0.053 | 0.18 | 0.080 |
| 12 | Commitment and Morale | -0.04 | 0.679 | -0.11 | 0.276 | -0.17 | 0.091 |
| 13 | Training and Learning | -0.19 | 0.061 | -0.12 | 0.223 | -0.10 | 0.342 |
| 14 | Direction | -0.07 | 0.553 | 0.01 | 0.950 | -0.02 | 0.874 |

The results on relationship between the Organisational climate and Organisational Commitment shows that there is no significant relationship between the two $r=0.061$ and $p=0.54$ that is greater than .05. Hence in this case, our null hypothesis is accepted and there is no significant relationship between organisational climate and organisational commitment among teacher educators.

Discussion

Organisational climate is not a significant predictor in organisational commitment of the teacher educators in self-financing teacher education institutions of Delhi NCR. The teacher educators are satisfied with the organisational climate of the teacher education institutions from all three dimensions affective, conative and normative. The study also revealed that the teacher educators are committed towards their role in the climate of their organisations. But if the climate of the organisation is improved from the existing, it will result in

the increased commitment of the teacher educators towards the organisation and might also result in lower intention to leave and increased job satisfaction. So, this also becomes an area of research for ascertaining the relationship between organisational climate, organisational commitment and job satisfaction of the teacher educators.

Conclusion

Through this research, the teacher education institutions are encouraged to understand the work climate perceptions of the teacher educators' so as to increase their commitment towards the organisation and to improve overall efficiency of the TEIs. the study recommends to the managements of TEIs to take necessary actions to improve the organisational climate so as to increase the teacher educator's commitment towards the organisation.

However before doing further research in this area, future researches should take in to the consideration that the current research has certain limitations. It does not include other courses of TEIs except B.Ed.; only self-financing secondary teacher education institutions from Delhi NCR are taken for study; and also, study is confined to institutes having continuous affiliation with the parent university for the last five years.

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Primary School Education in Nigeria: Problems and Solutions

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Abstract

The importance of primary school education cannot be overemphasized. The primary school education is the first basic education designed for the children. It is very important for citizenship education as a basis for effective participation in and contribution to the life of the society. It is the education that moulds character, moral training and the development of sound attitude and developing in the child's ability to adapt to his/her changing environment. For past decades, the primary school education has been facing challenges. These challenges are reducing the quality and the effectiveness of the primary school education. This paper discusses the concept of primary school education and objectives of primary school education in Nigeria. The paper also discusses some challenges militating against primary school education in Nigeria and discusses the strategies to improve the quality of primary school education in Nigeria. The paper recommends that government should ensure that adequate funds are provided for the development of primary school education in Nigeria.

Keywords: Primary School, Education, Teachers.

1. Introduction

Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria. Primary school education provides the first education that educates future leaders and develops the high-level technical capacities that aid economic growth and development, (Obi, 2014). Obi went further to posit that the main purpose and relevance of primary education in Nigeria is the provision of basic education for the children. Such foundation education at the primary level is regarded as an instrument of social change and economic development. According to the Abubakar (2004) primary education is expected to: inculcate permanent literacy and numeracy and the ability to communicate effectively, the laying of a sound basis for scientific and reflective thinking; citizenship education as a basis for effective participation in and contribution to the life of the society, character and moral training and the development of sound attitudes. Considering the importance of primary education, Obi (2014) submitted that the funds allocated to primary education should not merely be considered as an expense but a long-term investment, of benefit to society as a whole. These benefits are reflected on a societal level in terms of lower illiteracy rates, better healthy society, reduction in child labour rates and early marriage and more involvement in societal activities.

According to David (2019) Nigeria's basic education sector is overburdened by strong population growth. A full **44 percent of the country's population** was below the age of 15 in 2015, and the system fails to

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integrate large parts of this burgeoning youth population. According to the **United Nations**, 8.73 million elementary school-aged children in 2010 did not participate in education at all, making Nigeria the country with the highest number of out-of-school children in the world. The lack of adequate education for its children weakens the Nigerian system at its foundation. To address the problem, thousands of new schools have been built in recent years. The Nigerian government has the official goal to universalize free basic education for all children. Yet, despite recent improvements in total enrollment numbers in elementary schools, the basic education system remains underfunded; facilities are often poor, teachers inadequately trained, and participation rates are low by international standards.

In 2010, the net enrollment rate at the elementary level was **63.8 percent** compared to a global average of 88.8 percent. According to recent statistics on **completion rates**, approximately one quarter of current pupils drop out of elementary school. These low participation rates perpetuate illiteracy rates in Nigeria, which, while relatively high compared to other Sub-Saharan countries, are well below the global average. The country in 2015 had a youth literacy rate of 72.8 percent and an adult literacy rate of 59.6 percent compared to global rates of 90.6 percent (2010) and 85.3 percent (2010), respectively (data reported by the **World Bank**). Within Nigeria, there is a distinct regional difference in participation rates in education between the oil-rich South and the impoverished North of the country, in some parts of which elementary enrollment rates were reportedly below 25 percent in 2010. This paper aims at discussing the various challenges facing the primary school education in Nigeria and to suggest some solutions for primary school sustainability in Nigeria.

2. Literature Review

2.1 Concept of Primary School Education

Primary education is the bedrock on which other levels of education are built. The National Policy on Education (2004) refers to it as “Education given in an institution for children, normally aged 6-11”. This is the level that prepares pupils for Secondary Education. It is necessary that basic skills are inculcated into learners as specified in the objectives. According to Ogunode (2009) primary school education is the foundational education that children receive in the school. It is the education that every other educational institution depends on. It is the basic education that teaches the child how to read and write. The primary school education is replaced with the Universal Basic Education in Nigeria. Accordingly, The Universal Basic Education was launched in Nigeria in 1999.

2.2 Universal Basic Education is to be Implemented with the Following Guidelines Given in 2014

The curriculum includes: English, Mathematics, Nigerian language, basic science and technology, religion and national values, and cultural and creative arts, Arabic language (optional). Pre-vocational studies (home economics, agriculture, and entrepreneurship) and French language are introduced in Grade 4. Nigeria’s National Policy on Education is that the language of instruction for the first three years should be the “indigenous language of the child or the language of his/her immediate environment”, most commonly Hausa, Ibo, or Yoruba. This policy may, however, not always be followed at schools throughout the country, and instruction may instead be delivered in English. English is commonly the language of instruction for the last three years of elementary school. Students are awarded the *Primary School Leaving Certificate* on completion of Grade 6, based on continuous assessment. The National Policy on Education (2004) stipulates that the minimum entry qualification into teaching in primary school is the Nigeria Certificate in Education

(NCE) and that the teacher must be registered with the Teachers Registration Council of Nigeria. At the primary school level, the recommended pupil-teacher-ratio (PTR) is 35:1.

2.3 Objectives of Primary Education

The National Policy on Education (2004) stated the objectives of primary education as follows:

- a. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.
- b. The laying of a sound basis for scientific and reflective thinking;
- c. Citizenship education as a basis for effective participation in and contribution to the life of the society.
- d. Character and moral training and the development of sound attitudes;
- e. Developing in the child the ability to adapt to his changing environment;
- f. Giving the child opportunity for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity; and
- g. Providing basic tools for further educational advancement including preparation for trades and crafts of the locality.

Mark (2013) carried out a research to find out the level of the achievement of the objectives of Primary education in Nigeria. The result shows that to an extent, the primary education objectives have been achieved.

2.4 Management of Primary School Education in Nigeria

In the Management and administration of Primary education in Nigeria, the institutional responsibilities are shared by three tiers of government – Federal, State, and Local. These institutions will play a differentiated key role in addressing social risks and impacts of the Program. At the Federal level, the Federal Ministry of Education (FMOE) has a policy formulation and coordination mandate in the education sector. The National Council on Education (NCE) coordinates policy making across the different tiers of government, gathering more than 1200 stakeholders including the Federal Minister of Education and all state level Commissioners of Education. It plays an important role for the effectiveness of the basic education policy across the country as a collegial decision making body. The NCE decides on the national curriculum and has been instrumental in the institutionalization of SBMC across the states. The Universal Basic Education Commission (UBEC) is the executive agency of the federal government responsible for basic education policy implementation. The board members of UBEC are appointed by the President upon recommendation from the Minister of Education, and represents various stakeholders, including FMOE, the teachers' union, PTA and women's groups (NOUN, 2009).

2.5 State Universal Basic Education Board (SUBEB)

Primary schools also relate with the State Universal Basic Education Board (SUBEB). The Board is saddled with the responsibilities of administering primary schools (as well as junior secondary schools) at respective state levels. Its functions include those specified for the Universal Basic Education Commission (UBEC), but at the State level.

The specific functions of SUBEB are;

1. Management of primary schools (as well as junior secondary schools) in the State.
2. Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on Grade levels 07 and above.

3. Posting and deployment of staff including interstate transfer.
4. Disbursement of funds provided to it from both Federal and State sources.
5. Setting up an effective functional supervisory unit;
6. Retirement and re-absorption of teachers;
7. Undertaking new capital projects;
8. Responsibility for the approval, training and retraining of teaching and non-teaching staff.
9. Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the Scheme of service drawn up by state Government.
10. Ensuring that annual reports are rendered by Heads of schools on teachers appointed to serve under them, (Noun, 2009).

2.6 Local Government Education Authority (LGEA)

This is an agency established for each local government area of the state and it is subject to the control of SUBEB. **The Agency relates with primary schools in the following areas:**

1. The day-to-day administration of primary schools
2. The appointment, posting, transfer, promotion and discipline of staff on grade levels 06-10.
3. Making recommendations to SUBEB on promotion and discipline of teaching and non-teaching staff on grade levels 07 and above.
4. Submission of annual estimates, annual accounts, and monthly returns to SUBEB;
5. Payment of salaries, allowances and benefits to all the teaching and non-teaching staff.
6. Acquisition and distribution of materials and equipment to all primary schools.
7. Undertaking general maintenance of primary school buildings and infrastructure.
8. Stimulating, promotion and participating in the running of primary schools, (Noun, 2009).

3. Challenges Confronting Primary School Education in Nigeria

There are many challenges confronting primary school education in Nigeria. Some of the challenges include;

3.1 Inadequate Infrastructural Facilities

Ehiamentor (2001) describes infrastructure as the operational inputs of every instructional programmes and constitutes elements that are necessary for teaching and learning. Such include buildings, laboratories, machinery, furniture and electrical fixtures. These must be functional in relation to other aspects of the community, such as health centres, libraries, and good roads and must be large enough to allow for expansion as enrolments expand. Inadequate infrastructural facilities are among the major problems facing the primary school education in Nigeria. Infrastructural facilities refer to the numbers of classroom available for teaching, staff room, chairs, tables, desks, laboratories, Computer lab and exam halls. Ivowi (2011) pointed out that poor infrastructures, inadequate equipment, lack of sufficient textbooks and laboratories are problems facing primary school education.

3.2 Inadequate Funding

Inadequate fund refers to the shortage of funds made available for a particular project. Nigerian primary school education is underfunded. The major problem in primary education management as observed by Durosaro (2004)

is inadequate funding. According to World Bank survey on Nigeria, the Federal expenditure on education seems to be below 10% of its overall expenditures. UNESCO recommends that developing countries like Nigeria should dedicate at least 15 to 20% of their spending to education. But since Nigeria's return to democracy in 1999, the country **has never budgeted** more than 12% of its public resources to education. In Nigeria's 2018 budget, **education is set to get** N651.2 billion (US\$1.88 billion), or about 7% of the total expenditure. Less than 20% of this will go to building new schools, buying learning equipment and other capital projects.

3.3 Poor Stakeholders' Participation

Adebayo (2013) holds that the roles of education stakeholders are inevitable in the school system. These include an advisory position, developing strategies to train and retrain staff and leaders, turning the academic research into practical points for policy making and international cooperation among countries to promote efficiency of processes and production of reliable leaders, co- training of teachers among sub-African and improve teachers' integrity. The education stakeholders are the people or group of people who are actively interested in the development of education. According to Ogunode (2009) stakeholders' involvement in the management and administration of primary schools in Nigeria is weak and below expectation as compared to other African Countries.

3.4 Lack of Infrastructures, Laboratories and Equipment

Ogunode (2009) submitted that teachers' qualifications are low at primary schools. The learning environment does not promote effective learning. Basic facilities, teaching and learning resources are generally not available. Teacher-pupil ratios are high. General performance in examinations is poor and the graduates have low levels of competencies in the work environment. Bajulaiye, (2006) has shown that there is gross inadequacy of resource materials in Nigerian schools especially in primary schools.

3.5 Shortage of Teachers

The teacher is one of the prominent and indispensable members of the school organisation team. Since no education system may rise above the quality of its teachers, the National Policy on Education has placed emphasis on the quality of teachers in terms of qualification, intervention and commitment to teaching to ensure a high productivity (Bassey, and Joshua, 2004). The primary schools in Nigeria are faced with the problems of shortage of qualified teachers. Many primary schools do not have enough Mathematics or English teachers. According to Ejere (2011) the basic education level in Nigeria is plagued by acute shortage of professionally qualified teachers.

3.6 Poor Teacher Motivation

The condition of teachers' service has significant impact on instructional delivery. Teachers' salary is a major problem in Nigeria. In 2009, teachers at primary and secondary levels went on strike nationwide. They demanded implementation of Teachers' Salary Scale (TSS). Ogunode (2009) lamented that primary-school teachers are poorly motivated.

3.7 Poor Capacity Development

The training and retraining of primary school teachers in Nigeria is very poor. Many primary school teachers have not received any form of professional development programme to improve their teaching skills and

knowledge. Ogunode (2009) recommended that the government should ensure that primary school teachers are going for trainings and retraining programmes such as conferences and seminars.

3.8 Non-Conducive Learning Environment

Oloruntoyin (2011) stressed that many of the buildings were erected in the late 1950s and early 1960s with mud blocks. Today they are not only a health hazard but also potential death traps. In fact, in many areas, classes are being held in the open during the dry season and when the raining season sets in children are crowded into the few available ramshackle buildings.

3.9 Poor Student Quality

Majority of primary school students in Nigeria primary schools are not well fed. Research has it that the economic difficulties of the country aggravate the situation at the household level, where the level of poverty makes it difficult for parents and families to support children's education. "The UBE programme was not actually performing on its mandate because of the harsh economic realities of parents, which have forced many school age children to be out of school in search of means of livelihood through hawking or other menial jobs."

The amount of writing materials available to children under five in the primary school was measured and it was discovered that the trend is downwards. Whereas the 2007 survey reported that 14% of children under five had at least three children's books, this dropped to 6% in 2011 and to 5.6% in the 2016/17 survey.

3.10 Teacher-Student Ratio and Quality of Teaching and Learning

The implementation of the recommended ratio of 1:35 in primary school and 1:40 in secondary school by the National Policy on Education has not been possible in Nigeria due to population explosion of pupils and students which is not matched with increase in the number of employed teachers. Eke (2011) revealed that the national average of teacher-pupil ratio in Nigerian primary schools in 2003 was 1:44. In some states, e.g. Gombe state, the ratio is as high as 1:176. A study carried out in Anambra state by Osuafor and Okoli (2010); revealed that the teacher-student ratio is as high as one teacher to over two hundred science students. Obviously, it is practically impossible for any teacher to cope with this number of pupils/students. The consequence is that some teachers now devise strategies to survive the bad situation to the detriment of good standard. For instance, practical and laboratory experiments are hardly done, thereby giving no attention to psychomotor development; no attention is given to affective domain that will mould the character of young people; assignments and written exercises are hardly given and when given, are not properly marked; marks are awarded arbitrarily at least to have something to record in the grade book and so on. Due to shortage of teachers, the available ones are sometimes deployed to teach subjects they do not specialize in and may not be competent to teach.

3.11 Ineffective Monitoring and Evaluation

Inspection and monitoring are meant to improve and enhance teachers' performance. According to NOUN (2007) inspectorate division of both State and Federal governments have complained of inadequate staff, vehicles and some other infrastructure. These affect regular inspection of primary schools. The quality of instruction delivered by teachers, in turn, is affected because the mechanism for quality assurance (inspection) is ineffective.

3.12 Lack of Data

UNESCO's Education review of Nigeria in 2015 addresses this challenge as one of the main obstacles to achieving progress. "The 2002 Global Monitoring Report documented the fact that Nigeria was one of the countries in sub-Saharan Africa without data on UPE. The report also shows that Nigeria had no data on Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER), and that the country is one of the 11 African countries at serious risk of not achieving the goal. The exercise to analyse progress towards the goal of UPE has been based on country net enrolment ratios, and these countries had NERs of less than 80%."

3.13 Lack of Instructional Materials

Teachers require instructional resources like teaching aids to complement their instructional delivery. Ogunode (2009) observed that most primary school teachers do not have access to teaching aids in their school and do not use instructional materials for teaching. This makes some of the concepts sound abstract to learners.

4. Possible Solutions to the Challenges Facing Primary School Education in Nigeria

4.1 Provision of Adequate Infrastructural Facilities

The availability of the infrastructural facilities in primary school education is very important. Without the infrastructural facilities, teaching and learning cannot take place in the school environment. According to Ejere (2011) every primary and junior secondary school must be provided with adequate infrastructure and other physical facilities like classrooms, laboratories, libraries, computer centres, potable water, electricity, toilets and furniture. Lawason, Oluwakemi, and Tari (2011) posited "the quality of education that children get bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place" (p. 48).

4.2 Provision of Adequate Funding

The place of finance in the achievement of objectives of primary education cannot be over emphasized. The extents to which financial needs of primary education are met, determine the quality of subsequent levels of education. Adequate funding determines the quality of infrastructure, teaching and non-teaching staff as well as access to this level of learning materials. According to Amuchie, Asotibe & Christina (2013) the UBE programme should be properly funded. The funds so provided should be properly utilized for sustaining the programme. Accurate projections and effective cost analysis should be carried out to avoid under-funding. The expenditure should be properly monitored to avoid wastage of scarce resources or embezzlement.

4.3 Improve Stakeholders' Participation in Primary School Education Management

The government must come up with a policy that will include the full participation of all the education stakeholders in the Country. This will help to strengthen the quality of primary schools' education in the Country.

4.4 Provision of Instructional Materials

Instructional resources should be provided for teachers in primary schools. Teaching aids help to make teaching and learning concrete and easy to understand. Ogunode (2009) noted, it is the duty of the government to provide the needed instructional resources for the teachers at the primary schools.

4.5 Employment of More Qualified Teachers

Adebayo, (2013) says - on the teacher is the onus of educational system in any country and the pivot on which all the educational objectives' achievement revolves. Therefore, teachers' roles are indispensable and his integrity needs to be addressed for improved teaching and learning process. Adebimpe (2001) opined that for the UBE to succeed, adequate provisions should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Salaries need to be paid as and when due, because it serves as a motivation factor towards productivity.

4.6 Ensure Teacher Motivation

More teachers should be employed into the primary education system, especially at the rural areas and there should be room for training and retraining. Teachers in the primary schools should be highly encouraged to work in the rural areas where their duty is highly needed. They should also be supported with necessarily school facilities and teaching aids for effectiveness in performance. Salaries of teachers should not be delayed and they should be motivated.

4.7 Capacity Development

According to Odo (2000), "at present, some non-professionals are being specially employed for the purpose of the UBE scheme with the hope that quick orientation/training will be given to them after which they will serve as teachers under the scheme". The government should quickly train those teachers to make them professionally fit to participate in the UBE programme. Also during the planning, funds should be set aside for regular training and retraining of teachers.

4.8 Provision of Conducive Learning Environment

The primary school environment should be made conducive for teaching and learning by ensuring security and noiseless environment. The schools, mostly in the rural areas, for example, should be provided with adequate facilities to enhance conducive learning environment.

4.9 Improve Student Quality

The government should provide breakfast for primary school pupils. Ogunniran (2018) recommended that students, on the other hand, should be encouraged by a daily meal, like a good strategy some state governments have employed.

4.10 Improve Quality of Teaching and Learning by Employing Qualified Teachers

The position of teachers is very important in realizing the objectives of primary education. The quality of these teachers determines the quality of instruction they offer. Thus, one knows what teacher quality implies, problems associated with teachers' quality in primary schools and how to minimize the problems. The availability of quality teachers determines quality instruction. According to Vandewort, Amrein-Beardslay, and Berliner (2004), the quality of teacher in the classroom is the single most important factor in determining how a child learns.

4.11 Ensure Effective Monitoring and Evaluation

Monitoring and evaluation of primary school education programme should be carried out periodically and continuously and in a professional manner. Ogunode (2009) observed that primary schools' supervision

and inspection should be given more priorities because it is the only means to achieve quality education. Instructional supervision is very necessary for sustainable primary education in Nigeria.

Conclusion/Recommendations

The place of primary education in the achievement of overall educational objective cannot be over-emphasized. If the laudable objectives for primary education are to be attained effectively, primary schools' activities have to be moderated. Therefore, Ministries of Education at both Federal and State levels have vital roles to play. This paper hereby recommends the following:

1. Adequate funding should be provided in the Budget to fund the primary school education.
2. The government should provide enough capital to fund the infrastructural facilities in the primary schools across the country.
3. Develop strategies for the systematic recruitment of potential teachers. This implies effective employment process which results into selection of qualified and competent teachers from the pool of applicants.
4. The government should ensure effective monitoring and evaluation of primary school in all the nooks and corners of the country.
5. The government should involve the educational stakeholders more in the management and administration of primary schools' education to ensure quality assurance.
6. Strengthen inspectorate and monitoring division in the Ministry of Education.
7. Provide teachers with better resources for good teaching aids.
8. The government should improve the data and information collection of primary school to enable effective planning.
9. Payment of agreed teachers' salary scheme by the States that are yet to be implemented in the new scheme as a form motivation.
10. The government should make the primary schools more secure to allow an effective teaching and learning environment.

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