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Instructional monitoring and class control competencies possessed by teachers for quality assurance in public secondary schools in Anambra state

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Abstract

This study ascertained instructional monitoring and class control competencies possessed by teachers for quality assurance in public secondary schools in Anambra State. To this end, the study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population consisted of 6,350 teachers in the 257 State owned secondary schools in the State. A sample of 672 teachers was drawn using multi-stage sampling technique. Data were collected using a questionnaire instrument titled "Teachers' Instructional Monitoring and Class Control Competencies Questionnaire" (TIMCCCQ). The instrument was validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. Internal consistency reliability index of 0.89 and 0.79 were obtained for the two parts of the instrument using Cronbach's alpha method. Data analysis was done using mean for the research

questions and t-test for the hypotheses. The findings revealed among others, that teachers possess 10 of the 11 classroom instructional monitoring competencies listed by the study for quality assurance, they also possess four of the six listed classroom control competencies for quality assurance. There is no significant difference between the mean ratings of male and female teachers on their classroom instructional monitoring competencies for quality assurance. Based on the findings of the study the researchers recommended among others that in order to achieve desired level of quality education, training and retraining of teaching staff should be the watchword of school management. Workshops should be organised by the State government regularly to refresh teachers' instructional and class control skills. This will create enabling environment for teachers to improve in competency areas in which they are deficient.

Keywords: Instructional monitoring, Class control, competencies, quality assurance

1. Introduction

Education is of great importance to nation building. It is geared towards improving the well-being of an individual and the society at large. Ifedayo (2015) [18] sees education as the most important instrument for preparing individuals for life and reforming the society for relevance, adequacy and competition in the world. In Nigeria, education is regarded as an instrument for the promotion of national development as well as affecting desirable social change (Federal Republic of Nigeria, 2014). According to Ejesi (2014) [13], education is the formation of character, the development of intellectual capabilities of the individual, the improvement and transmission of cultural heritage and equipping of individuals with knowledge, skills, values and attitudes that will enable them to earn a living in a fast changing world and in turn contribute to the improvement and welfare of the society.

The acquisition of knowledge and skills take place mainly in a classroom environment. Ogonnaya (2013) [29] opines that classroom holds students together and affords them the opportunity to interact with one another and through this interaction, grow physically, intellectually, and emotionally. This shows that a classroom is the power house where the success of teaching and learning process is generated, implemented and sustained. According to Omenyi (2007) [30], the classroom is an important place in the operation of any school because it holds the students together and offers them the opportunity of achieving the purpose of education. This could be why teachers' ability to manage classroom effectively has increasingly become a fundamental need in the quest for effective teaching and learning in the school. Managing classroom means more than avoiding chaos in the classroom but establishing a routine that enables learning activity to proceed smoothly. According to Arikewuyo (2001) classroom management is the process of efficiently and effectively organizing the classroom for learning objectives to be achieved. This is in line with Jones and Jones (2012) who perceives classroom management as the use of rules and procedures

to maintain order for quality learning to occur.

Effective classroom management is an essential precursor to creating an enabling environment for proper teaching and learning. Empirical and related studies by Akinseinde (2008)^[4], Badmus (2001)^[9] and Mayer (2002)^[24] revealed that classroom management problem encountered by teachers ranged from poor classroom discipline, poor relationship between the students and teachers, ineffective class coordination and control to dearth of leadership and poor communication. To manage these problems teachers need to possess classroom management competencies.

Competency according to Akubue (2002)^[5] is a dynamic attribute reflected in a person's ability to plan, decide, communicate, guide, supervise, direct, influence and control actions and activities of people at work in organizations. Mohammed and Onu (2014)^[26] defined competency as a set of behaviour patterns a leader needs in order to perform his/her tasks and functions. The authors stressed further that it could also refer to the noticeable acts showing ones knowledge and skills to do a job. Since according to Arikewuyo (2001) classroom management is the process of efficiently and effectively organizing the classroom so that learning objectives can be achieved. Classroom management competency can be seen as the knowledge and skill a teacher needs to effectively organize the classroom so that learning objectives can be achieved. Mater (2002)^[23] and Hammerness (2003)^[17], observed that many teachers reportedly lack competencies to effectively manage the classroom and are inconsistent in their enforcement of classroom disciplinary codes among students. A situation which reportedly creates a poor atmosphere among students. This situation appears to create a negative impact on effective classroom management and achievement of quality education.

In order to effectively manage the classroom, Osakwe (2014)^[31], proffered several classroom management competencies teachers of Nigerian secondary schools can apply for quality secondary education, some of which are: classroom instructional monitoring competency, competency in effective communications, interpersonal relationship competency and class control competency. This study will focus on two most important of these competencies which are instructional monitoring competency and class control competency.

Instructional monitoring competency is the ability of the teacher to keep track of students' learning for purposes of making instructional decisions and providing feedback to students on their progress. Monitoring the students in the classroom is an important aspect of classroom management. According to (Prasad, 2008)^[33], when teachers monitor the students in the classroom they keep a watchful eye on students' achievement and success. Effective instructional monitoring competency is necessary for maintaining a classroom environment. This is because teachers need ways to determine what students are learning and the progress they are making. This will help them make decisions, plan instructional activities and experiences and distinguish effective procedures from ineffective procedures (Cooper, 2006)^[12]. Cooper is of the view that effective instructional monitoring helps teachers take ownership of the teaching learning process and it enables them to implement new strategies to foster students' literacy growth. Competency in

class control is another important classroom management competency which is necessary for attaining classroom objectives.

Class control competency has to do with teacher's ability in arranging the classroom and managing the few facilities provided for students' usage. It also deals with teacher's ability in keeping the students organized, focused, attentive and academically productive during the class in order to achieve classroom objectives and on the overall achieve quality assurance.

The concern for quality has been at the core of the motivating forces for reforms in education, secondary schools (public and private) not left out. According to Federal Republic of Nigeria (2013), and Federal Ministry of Education (2010), the main policy objective in education in Nigeria is to raise the quality of education at all levels in order to make the recipients of the system more useful to themselves and the society as well. FME (2010)^[14] further stresses that quality teaching and learning in Nigeria education system, most especially in secondary schools, is a goal to which learners, teachers, staff and school administration should aspire to attain. These goals will not be significantly achieved if the classroom teachers fail in their responsibility.

Quality assurance is the set of activities that an organization undertakes to ensure that a product or service satisfies given requirement for quality (Babalola, 2007)^[8]. This implies that standards are specified and reached consistently for a product or service to become acceptable. In addition, the goals of quality assurance are focused on the anticipation and avoidance of faults or mistakes. This process basically involves setting attainable standards, organizing works and monitoring performances so that objectives are achieved as well as ensuring the documentation of procedures required, communicating them to all concerned in order to review the attainment of standards. Ayeni (2010)^[7] describe quality assurance in education as the systematic management, monitoring and evaluation of performance of school administrators, teachers and students against educational goals to ensure consistent documentation, review and decision towards quality improvement in institutional management, teaching and learning processes for the achievement of set standards in schools.

In Nigeria, the urge is about the same as the issue of classroom management has become crucial, ubiquitous, and recurring in educational discourse due to the linkages of a well-managed classroom with quality learning. Effective teaching and learning can hardly be noticed in a poorly managed classroom. A well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Clark & Walsh, 2002)^[10]. Ogunnu (2000) opines that the success of classroom management effectiveness is dependent on teacher's personal attributes evident in his or her standard of impeccable ethical and social conduct.

Despite all efforts to provide quality education, the secondary school system in Anambra state appears to still face challenges that could compromise the quality of education provided. Majority of the teachers in secondary school system in Anambra State seem not to possess relevant competencies in classroom management that are needed to enhance students learning in order to improve the quality of

education being offered to students. This appears to be why Nwanna (2012)^[27] noted that secondary schools are not living up to expectation in discharging its obligations. Ajayi (2010)^[3] also lamented that secondary education in Nigeria is riddled with crises of various dimensions and magnitude such as overcrowding and indiscipline among students in the classrooms.

Teachers' classroom management competencies might be influenced by variables such as gender. A number of works that studied influence of gender on classroom management have shown conflicting theoretical positions and results (Madzar, 2001; Clissbee 2004; Starcher, 2006)^[22, 35]. This suggests the relevance of gender as a variable that needs to be further studied in relation to teachers' classroom management competencies. The quest for a clearer understanding of whether males are more effective than their female counterparts has spanned several decades, many researchers have already traced the evolution of this enquiry (Polland & Morgan, 2002)^[32]. In view of these, there is need to ascertain whether perception of male and female teachers will differ significantly in their classroom management competencies.

Statement of the Problem

In Nigeria, the education system seems to be a tasteless scenario and experience. Parents and students often complain about the classroom activities of the teachers in secondary schools. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation among others. This seemed to be the case in Anambra state. Teachers often complain that one of the challenges they face in carrying out their duties as teachers is how to manage their demanding classes that are most times over populated and lack sufficient learning and teaching aids which are all obstacles to effective classroom instruction for quality teaching and learning.

Teachers whose most essential activity in a typical school environment is to organize classroom activities and manage students' unacceptable behaviors seem not to have the requisite competencies in taking care of these classroom activities. They also seem to lack the basic competencies required to manage different classroom situations and are inconsistent in their enforcement of classroom discipline among students. The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. This situation is worrisome and appear to hamper the achievement of quality education in schools. This study, therefore, determined the classroom management competencies possessed by teachers for quality assurance in public secondary schools in Anambra State.

Results

Table 1: Mean Ratings on the Classroom Instructional Monitoring Competencies Possessed by Teachers for Quality Assurance

	Mean	SD	Remark
1. Monitor students' compliance to rules in the classroom	2.97	.95	Agree
2. Give class work to the students after teaching a particular topic	1.99	.79	Disagree
3. Go round the class to watch the students as they carry out their class work	2.96	.69	Agree
4. Make use of questioning during classroom discussions to check the students' understanding of the material being taught	2.71	.85	Agree
5. Correct students' homework	2.71	.85	Agree
6. Mark students' homework and award grades	3.58	.65	Agree
7. Review students' performance to enable me take decision	2.89	.87	Agree

Research Questions

The following research questions guided the study:

1. What are the classroom instructional monitoring competencies possessed by teachers for quality assurance in secondary schools in Anambra state?
2. What are the classroom control competencies possessed by teachers for quality assurance in secondary schools in Anambra state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female teachers on their classroom instructional monitoring competencies for quality assurance in secondary schools in Anambra state.
2. There is no significant difference between the mean ratings of male and female teachers on their classroom control competencies for quality assurance in secondary schools in Anambra state.

Method

A descriptive survey research design was adopted for the study which was carried out in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at the 0.05 level of significance. The population of the study was 6,350 teachers 257 public secondary schools in the State. A sample size of 672 teachers were drawn using multi-stage sampling technique. Data were collected using a questionnaire of 17 items developed by the researchers and titled "Teachers' Instructional Monitoring and Class Control Competencies Questionnaire" (TIMCCCQ). The questionnaire was validated by three experts who are lecturers from the Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability indices obtained were 0.89 and 0.79 for the two parts of the questionnaire. The direct administration and retrieval method was used for data collection. The completed copies were collected on the spot and follow up visits were made in cases where the respondents could not submit on the spot. Mean was used to answer the research questions while t- test was used to test the hypotheses at 0.05 level of significance. In analysing the data, mean ratings of 2.50 and above was regarded as agree while mean ratings of less than 2.50 was regarded as disagree. For the null hypotheses, t-test was used to test the hypotheses at 0.05 level of significance. A null hypothesis was rejected if the calculated t-value is equal or greater than the critical value while when the calculated t-value is less than the critical value, the null hypotheses was not rejected.

8. Mark students' notebooks	3.23	.83	Agree
9. Conduct periodic review with students to confirm their grasp of learning materials	2.53	.89	Agree
10. Caution students when they sleep in the classroom while teaching and learning are going on	2.84	.79	Agree
11. Acknowledge good performance in the classroom to encourage students' good behavior	2.80	.86	Agree

As shown on Table 1, the respondents agree that 10 items (item 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11) out of the 11 listed items are the classroom instructional monitoring competencies possessed by teachers for quality assurance in secondary schools in Anambra state. The mean ratings for the 10 items ranged from 2.53 to 3.58. The respondents however disagreed

with the remaining item (item 2) with mean 1.99 as part of the competencies. The standard deviation scores of the items indicate that the respondents' rating of item 6 (SD=.65) has the least dispersion while that of item 1 (SD=.95) has the highest spread.

Table 2: Mean Ratings on the Classroom Control Competencies Possessed by Teachers for Quality Assurance

	Mean	SD	Remark
1. Arrange students in rows to facilitate task behaviour and academic learning.	3.74	.44	Agree
2. Organize visual and audio aids in the classroom to facilitate learning.	2.11	.68	Disagree
3. Strategically place students with special needs or behaviour problems in the front roll.	3.46	.50	Agree
4. Ensure that the classroom is neat and tidy to enhance cleanliness	2.89	.86	Agree
5. Ensure that all seats and desks are well arranged in good order	3.38	.49	Agree
6. Display the major classroom rules and procedures agreed upon by teacher and students.	2.20	.98	Disagree

Table 2 shows that the respondents agree to four (item 31, 33, 34, and 35) of the six listed items as the classroom control competencies possessed by teachers for quality assurance in secondary schools in Anambra state. Their mean ratings for the four items ranged from 2.89 to 3.74. They however, disagree on the remaining two items (item 32 and 36) with mean 2.11 and 2.20 as part of the competencies. The range of the standard deviation which fell within .44 and .98 indicates that the respondents were homogeneous in their mean ratings of the classroom control competencies possessed by teachers for quality assurance.

Discussion

The result in Table 1 revealed that teachers agree that they possess 10 of the 11 listed instructional monitoring competencies for quality assurance. Which include: Monitoring students' compliance to rules in the classroom; going round the class to watch the students as they carry out their class work; making use of questioning during classroom discussions to check the students' understanding of the material being taught; correcting students' homework; mark students' homework and award grades; reviewing students' performance to enable me take decision; mark students' notebooks; conducting periodic review with students to confirm their grasp of learning materials; cautioning students when they sleep in the classroom while teaching and learning are going on and acknowledging good performance in the classroom to encourage students' good behavior. Teachers' possession of competencies in these areas can be an effective means of promoting quality education in Anambra state. The above finding is in agreement with Ahmad (2011) [2] who found that the teachers poses instructional monitoring necessary for improved learning. Monitoring the students in and out of the classroom by the teachers does not only enhance good behaviour among the students but also promotes students' academic performance. The finding of this study is also consistent with that of Ugborugbo and Agharuwhe (2009) [36] and Adeyemo (2012) [1]. These researchers found that secondary school teachers have the ability to carry out instructional monitoring in creating a safe and effective learning environment for students' quality education.

Table 3: T-test Comparison of Male and Female Teachers' Mean Ratings on Classroom Instructional Monitoring Competencies for Quality Assurance

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Male	99	2.81	.36	660	-.76	.445	Not-Sig
Female	563	2.84	.35				

The results in table 3 shows that the mean score for male teachers (M=2.81, SD=.36) was not significantly less than that of female teachers (M=2.84, SD=.35); t (660)-.76, p=.445. The null hypothesis of no significant difference between the two groups on their classroom instructional monitoring competencies for quality assurance was therefore not rejected.

The findings of this study is not in agreement with that of Iwuji (2012) [20] who found that one of the problems of classroom management in public schools is classroom instructional monitoring. This situation appears to have changed as teachers in secondary schools in Anambra state seem to be ahead in terms of engaging in continuing professional development programmes. This perhaps may have been the reason for their possession of instructional monitoring competencies. The finding of the hypothesis shows that male and female teachers did not differ significantly in their mean ratings of the classroom

Table 4: T-test Comparison of Male and Female Teachers' Mean Ratings on Classroom Interpersonal Relationship Competencies for Quality Assurance

Source of variation	N	Mean	SD	df	t-cal	P-value	Decision
Male	99	2.99	.26	660	1.14	.25	Not-Sig
Female	563	2.96	.27				

The results in table 4 shows that the mean score for male teachers (M=2.99, SD=.26) was not significantly greater than that of the female teachers (M=2.96, SD=.27); t (660) 1.14, p=.25. The null hypothesis of no significant difference between the two groups on their on their classroom control competencies for quality assurance was therefore not rejected.

instructional monitoring competencies they possess for quality assurance in secondary schools in Anambra State.

Teachers regard class control as a problem which they have to endure every day. In many cases teaching and learning have become difficult in some schools, and impossible in others, because some teachers appear not to understand how to foster discipline in classrooms in order to achieve quality education. Having this in perspective, the finding of this study shows that teachers agree to four of the six listed items in Table 2 as the classroom control competencies they possess for quality assurance. These competencies are: Arranging students in rows to facilitate task behaviour and academic learning, strategically placing students with special needs or behaviour problems in the front roll, ensure that the classroom is neat and tidy to enhance cleanliness and ensure that all seats and desks are well arranged in good order.

This finding is in line with Ofoyuru and Too-Okema (2011)^[28], who found that control skills such as use of light punishment, communication and counselling are used in managing students in the classroom. This also agrees with Karanja and Bowen (2012)^[21] who found in their study that school management adopt counselling and maintenance as a means of helping students move away from indiscipline in the classroom, thereby enhancing class control.

The findings of this study does not support Simatwa (2012)^[34] who in his study found that some of the methods used in maintaining class control include: canning, kneeling, slapping, pinching and smacking. Other alternatives like guidance and counselling and reprimanding were also adopted in managing students in the class according to his study. Teachers however, should always apply positive class control competencies such as the ones found in this study. This will help create a conducive atmosphere and help students focus on classroom activities.

The findings of the hypothesis shows that no significant difference was found between the mean scores of male and female teachers on the classroom control competencies they possess for quality assurance. The reason for this appears to be because male and female teachers seem to possess the same level of class control competencies for quality assurance in secondary school in Anambra State.

Conclusion

Based on the findings of the study presented, analyzed and discussed, it was concluded that teachers possess classroom instructional monitoring and class control competencies for quality assurance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. In order to achieve desired level of quality education, training and retraining of teaching staff should be the watchword. Workshops should be organised by the State government regularly to refresh teachers' instructional monitoring and class control competencies from time to time. This will help improve teachers' competencies in areas they are deficient.

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