

EVALUATION OF CLASSROOM PERFORMANCE OF UPLOADED TEACHERS IN ABIA STATE IN TERMS OF KNOWLEDGE OF SUBJECT MATTER AND EVALUATION OF STUDENT'S LEARNING OUTCOME

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Abstract

The Nigerian policy of disarticulation of the junior secondary school to merge it with the primary school in 2004 brought about the dearth of teachers. To overcome this challenge, government upgraded some teachers from the primary school system to teach in the junior secondary schools, these teachers are termed "uploaded teachers". This study aims at evaluating the classroom performance of uploaded teachers in terms of knowledge of the subject matter content and evaluation of students' performance. Using the social systems theory, the views of a population of 458 principals and the vice principals in all the secondary schools in the three Education Zones of Abia State was analyzed. The instrument used in this study was a twenty item validated structured questionnaire which was divided into four sections. The questionnaire had a reliability coefficient of 0.82. Data collection was by personal hand delivery. Mean t-test conducted at a probability level of 0.05 was used for data analysis. The result of this research shows that the uploaded teachers have poor knowledge of their subject matter contents. However, the research discovered they have significant competence in the evaluation of their students' learning outcomes.

Key words: uploaded teachers, evaluation, school, disarticulation, re-articulation.

1. Introduction

Every formal education system actualizes its aims and objectives by working with teachers. Teachers, according to Schofield (1977:23), are people specially trained in the art of shaping behaviour. They interact with other people and direct their behaviours to suit the expectations of the society. Atanda and Lameed (2006:362) see the teacher as a professional who imparts skills, knowledge, information, attitude etc into the learner. Atanda and Lameed (2006:362) conclude by saying that "Effective Management of any classroom depends on the teacher – his characteristics, or qualities which include his knowledge, clarity, wittiness (awareness of everything happening in the classroom), organization, enthusiasm, endurance, friendliness, scholarship, fairness, dignity etc". While interacting with children, teachers imbue in them the habits that will enable them

to function effectively, live happily and contribute towards the development of their societies.

Disarticulation is a term used to refer to the removal of the first three years of secondary education from the secondary school and merging it with the primary school system according to the requirements of the Basic Education as stated in the National Policy on Education, (FRN 2004:39).

The disarticulation of secondary schools in Abia State into Junior and Senior Secondary Schools in 2006 brought about teacher shortage problem. To overcome the problem, government resorted to transferring teachers in the primary schools to teach in the secondary schools, particularly, the Junior Secondary Schools. These teachers transferred from the primary schools to teach in the secondary schools were regarded as the “Uploaded Teachers”.

Uploaded teachers (who are NCE holders) are particularly trained to teach in the Basic education level of the school system. This sets a limit to what they can do at the secondary school level. The limitation in qualification may reflect in the classroom performance of the teachers and calls for research to investigate the gravity of the problem and how to remedy it. The policy put in place to upload teachers to fill the gaps has been criticized for producing low quality teachers. One of such critics is Nwachukwu (2010:102) who raised an alarm that they should be downloaded to teach in the primary school. These teachers are criticized because they cannot function effectively at certain levels of the education system.

This study wishes to ascertain the performance of uploaded teachers using the views of principals. The problem of this research put in question form is: What are the views of principals regarding classroom performance of uploaded teachers? The primary purpose of this study is to evaluate the classroom performance of Universal Basic Education (U.B.E.) uploaded teachers in Abia State secondary schools. Specifically, the study examined the opinion of principals regarding how good uploaded teachers perform in two aspects: knowledge of the subject matter content and evaluation of students’ performance. In terms of environmental scope, this study was carried out in Abia State. The content scope looked at teacher classroom performance variables like knowledge of subject matter and evaluation of students’ performance. Decisions on the uploaded teachers’ classroom performance in terms of the selected variables were made on the bases of gender and location (urban and rural areas). The population for the study consisted of 458 principals and vice principals in secondary schools in the three Education Zones of Abia State. However, the word principals will be used throughout this study to refer to both principals and vice principals.

The theory on which the study is based is the social systems theory. The school is an example of a social system. In the view of Obike (2010:58) “a social system can be defined as a plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspect”. A social system is a system in which the components are people. Each individual’s behaviour within the social psychological uniqueness and sociological attributes (Peretomode, 2001:94).system is shaped by his Every social system has actors and roles which play within it. In the school system, students constitute both the inputs and the outputs, while the teachers constitute the processing system. Both the teachers and the students interact within the school

environment and the environment of the larger society. This is why this theory is chosen as the theoretical background for this study.

The result of this research shows that there is a significant difference between the mean rating scores of male and female principals on the extent uploaded teachers have knowledge of their subject matter contents. At the end of the investigation done by this research, it was discovered that there is no significant difference between the opinions of the urban and the rural secondary school principals on the uploaded teachers' evaluation of their students' learning outcomes. This implies that the uploaded teachers have weak knowledge of their subject matter but are efficient in the evaluation of their students' learning outcomes.

2. The Policy of Uploaded Teachers

The problem of teacher inadequacy has been recurring in Nigeria in general and Abia State inclusive. Odeme (2014:40) conducted a research on wastage in secondary schools in Aba Education Zone and observed that there is acute shortage of teachers in secondary schools in Aba Education Zone to the extent of teacher/student ratio of 1:60 in some rural schools and 1: 50 in the urban areas. When such problems as the shortage of teachers occur, government attempt to solve the problem by laying her hands on what is available. In the 1970's, government opened the doors of the school for anyone who wished to become a teacher. This saw the employment of even market women as teachers in the primary schools, and what was called pivotal teachers in the secondary school, (Taiwo, 1981:94).

The establishment of UBE system, a policy which demerged the junior secondary schools from the senior also created a shortage of teachers in the upper basic level. To overcome the problem this time, government resorted to transferring some teachers in the primary schools to teach in the secondary schools, particularly, the Junior Secondary Schools. These teachers transferred from the primary schools to teach in the secondary schools were regarded as the "Uploaded Teachers". After rearticulating of schools in 2012 (that is re-merging of the junior and the senior secondary schools to become one school again), the uploaded teachers found themselves to be staff of the secondary school system rather of the primary school which their NCE training originally prepared them for. By the incidence of re-articulation, the uploaded teachers now found themselves teaching up to senior secondary level and even some of them teaching the examination classes of West African Examination Council (WAEC).

Since the original training conceived for these teachers was to equip them for the junior secondary or the Basic Education level and now they have circumstantially found themselves at the senior school, hence, there are doubts about their capabilities in coping with the lesson topics at the senior secondary school level. It is on the basis of doubts on the intellectual abilities and capabilities of the uploaded teachers to cope with teaching in all the classes in `secondary school environment that this research was embarked upon.

3. Methodology

The research adopted descriptive survey as its design. The population for the study was 458 male and female school principals all of which were used for the study. A set of 20-item structured questionnaire validated by five experts and having a reliability coefficient of 0.82 was used for data collection. This showed that the instrument had a high value of internal consistency and could be used for the study. Data collection was by personal

hand delivery. A 4-point Likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) was used in designing the instrument. Mean and t-test were used for data analysis. Two hypothetical questions were employed;

Ho1: There is no significant difference between the mean rating scores of male and female school principals on the uploaded teachers' knowledge of their subject matter.

Ho2: There is no significant difference between the mean rating scores of rural and urban school principals on the uploaded teachers' evaluation of learning outcomes.

The hypotheses were tested at a probability level of 0.05.

The results were presented in TABLE 1 and TABLE 2.

The result on TABLE 1 depicted the t-test Analysis of Mean Rating Scores of Male and Female Principals on Uploaded Teachers' Knowledge of Their Subject Matters.

Sources	n	\bar{X}	SD	Df	P	t_{cal}	t_{crit}	Decision
Males	150	2.44	0.20	456	<0.05	2.71	1.96	Reject H_0 .
Females	308	2.39	0.15					

The results of hypothesis test presented in TABLE 1 show that there is a significant difference between the mean rating scores of male and female principals on the extent uploaded teachers have good knowledge of their subject matter contents.

From the table, the mean rating score for the 150 male principals is 2.44 with a standard deviation of 0.20. The mean rating scores for the 308 female principals is 2.39 with a standard deviation of 0.15. The degree of freedom is 456 with a probability of 0.05. The critical t is 1.96. The calculated t is 2.71. Since the calculated t is greater than the critical t, the null hypothesis is rejected.

Table 2.

The result on table 2. depicted the t-test Analysis of Mean Rating Scores of Urban and Rural School Principals on the Uploaded Teachers' Evaluation of Learning Outcomes.

Sources	n	\bar{X}	SD	df	P	t_{cal}	t_{crit}	Decision
Urban	253	2.60	0.19	456	<0.05	1.89	1.96	Do not reject H_0 .
Rural	205	2.56	0.25					

Results of the hypothesis test presented in table 2 shows that there is no significant difference between the opinions of the urban and the rural secondary school principals on the uploaded teachers' evaluation of their students' learning outcomes. This was observed from the calculated t (with value of 1.89) and the critical t (which has a value of 1.96). Since the calculated t value was less than the critical value, the null hypothesis was not rejected.

From the table, the mean score of the 253 urban school principals was 2.60 with a standard deviation of 0.19, while the mean score of the 205 rural school principals and was 2.56 with a standard deviation of 0.25. The probability level was 0.05. Hence, the null hypothesis was not rejected since the calculated t was less than the critical value.

4. Conclusion And Recommendations

This research was carried out to evaluate the classroom performance of the uploaded teachers in Abia State. This was against the backdrop of Secondary Education Management Board's (SEMB) refusal to accept more Junior Basic school teachers to

teach in the secondary schools. To carry out the research, two research questions and two hypotheses were stated.

The findings of our investigation show that the uploaded teachers, according to the principals, were deficient in the knowledge of their respective subject areas of specialization. They were said to be efficient in evaluation of learning outcomes. Educational implication of the study is that the students taught by these uploaded teachers might not be getting sufficient knowledge from the teachers. This has consequences to examination malpractice and productivity among future Nigeria work force.

The research therefore recommends the following:

- That remediation programmes be organized for the uploaded teachers.
- There should be regular supervisions by the school principals
- There should be a standard and uniform entry requirement across the nation irrespective of ethnicity.
- The body concerned with the training of the NCE holders should provide them with adequate knowledge of their subject matter.

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