PERCEPTIONS OF LECTURERS OF THEIR OWN INSTRUCTIONAL SKILLS AND PERSONAL-SOCIAL QUALIFICATIONS

Byi

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DEDICATION

To my beloved son,
Olorundare Kayode
and my late father
Mr. Solomon Orisa-
modile ONAKANOWOJA

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CHAPTER 1

THE PROBLEM

Introduction

Guidance Counsellors have many practical and theoretical reasons for wanting to assess teachers' personality. Inadequacy of teacher personality and her teaching efficiency are often unkindly mentioned in any attempt at assessing the nature of societal stress, the cause of labour strikes, rallies and crimes leading to needless tragic deaths of human beings. At this point, one can mention some of the dynamic theories of Charles A. Heidenreich, citing James Deese, that (1) all behaviour is caused, and that (2) behaviour is a continuing or on-going process.[1]

Great strides have been made in improving the quality of teachers and of teaching, and validly so, since the youths are entitled to the best education possible. The teacher must be effective if she wants to retain the role of meeting the challenge of developing minds, of nurturing personality growth, and of seeing to the upliftment of man, to pave the way for an enlightened and productive society.

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[1] Charles A. Heidenreich, Personality and Social Adjustment: Some Dimensions of Personal Development (Dubuque, Iowa: Wm. C. Brown Co. Inc., 1967) pp. 21-22.

Inasmuch as in this age of modern technology teachers are pressured to attain higher levels of performance, they are expected to manifest greater ego-strengths and stability if they are to remain effective teachers in spite of the pressure. Personal and social qualifications are generally assumed to be requisite for satisfactory teaching performance. Emotional instability and maladjustment are believed to be detrimental not only to teaching efficiency but also to the intellectual life and emotional behaviour of the pupils.[2] The point of emphasis, however, is that the mentally ill teacher is in a position to do incalculable harm to hundreds of students.[3]

The present generation of Nigerian children and youths, most of whom are already affected by the stress of home life, need emotionally controlled teachers as well as those whom can be flexible as varying situations demand. National welfare demands employment of quality teachers so that the quality of the citizenry may be upgraded and

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[2]Bruce J. Biddle & William J. Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart & Winston, 1964), pp. 84-85.

[3]Myron Lieberman, Education as a Profession (United States of America: Pentice-Hall, Inc.) pp. 234-238.

culturally assured.

To quote Bernard: "The best buildings, the finest equipment, the soundest curriculum and the most carefully written textbooks don't overshadow the importance of the teachers' personality."[4] Experience attests to the fact that such problems as motivation, discipline, social behaviour, pupil achievement, and above all, the continuing thirst for knowledge center around the personality of the teacher. Numerous experimental and observational studies confirm the fact that pupils learn from what a teacher is, as well as what she says or does. Pupils absorb her attitudes; they reflect her moods; they share her convictions; they imitate her behaviour.

Purkey echoes a similar idea, i.e., the way the teacher becomes a significant adult to others seem to result from two forces: what he believes and what he does but. foremost, what he is. He writes:

> No printed word nor spoken plea
> Can teach young minds what man should be.

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[4]Harold W. Bernard, Psychology of Learning and Teaching (New York: McGraw-Hill Book Co, 1965), pp. 460-462.

Not all the books on all the shelves
But what teachers are themselves.[5]

Purkey also cited available evidence by Comb (1969) that the teacher's attitude toward himself and others is more important than his techniques, practices, and materials. Tounsend mentions that teacher attitudes are the product of their understanding of what teaching is all about.[6] Age, intelligence, knowledge and adjustment find expression in attitudes but these factors are secondary in importance to the teacher's perception of his role. These factors might help to explain why a person's attitude could be thought of as an integrated "structure" within the individual and providing for the type of psychological (mental) perceptions the person has in relation to motivations, emotions, values, judgments and self-expression.[7]

The guidance counsellor, for example, is faced with the problem of selecting the right people for jobs and of predicting the efficient teacher based on some

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[5]William Purkey, Self-Concept and School Achievement (New Jersey: Prentice-Hall, Englewood Cliffs, 1970), pp. 43-45.

[6]Arthur Edward Tounsend & Paul J. Burkey, Learning for Teacher (New York: MacMillan Co., 1962), p. 42.

[7]Heidenreich, op. cit., pp. 67-68

personality dimensions. Gordon Allport, one of the famed psychologists along this line, conceptualizes this idea by his definition of personality as "a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment," cited in the book of Hall and Lindzey.[8]

In studying the personal and social qualities of teachers, and their instructional skills one looks for characteristics that distinguish one from another and attempts to identify these characteristics of teachers that can generate positive conditions for classroom emotional health and promote effective learning. Although much research has been directed toward discovering the essential traits, to date there has been no conclusive evidence on which traits are crucial for teaching success.

The guidance counsellor is concerned with attempts at understanding the teacher's personality functioning at different age levels; with outcomes arising from variables such as number of years of teaching experience, sex, the

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[8]Calvin Hall & Gardner Lindezey, Theories of Personality (New York: John Wiley & Sons, Inc., 1967), p. 261.

educational attainment of the teachers, and finally, the interrelationship of some personality variables and instructional skills. Taken together, these variables assume an interesting picture with some facets being in accord with considered opinions and research outcomes in some respects and yet in contrast with others. It is interesting to discover how lecturers at A.T.C., Institute of Education, A.B.U., Zaria rate their own instructional skills and personal social qualifications. It would likewise be worth finding out if lecturers are satisfied with their jobs.

Statement of the Problem

The study would seek to find out how lecturers in the Advanced Teachers College, Institute of Education, A.B.U., Zaria perceive their own Instructional Skills, and personal-social qualifications.

Specifically the study would answer the following questions:

1. How do these lecturers measure in instructional skills and personal-social qualifications according to their self-assigned ratings?

2. What relationships exist between the instructional skills, and personal and social qualifications of

the lecturers?

3. Are there significant relationships in these measures according to: (a) sex (b) age (c) educational qualifications (d) years of teaching experience and (e) nationality?

4. How satisfied are the lecturers with their jobs?

Hypotheses

The following null hypotheses were tested:

1. No significant relationships exist between instructional skill of lecturers and their personal-social qualifications.

2. There is no significant relationship in the groups' instructional skills and personal-social qualifications according to: (a) sex (b) age (c) educational attainment (d) years of teaching experience and (e) nationality.

Assumptions

It is assumed that:

1. Teachers teach both by what they do and what they are.

2. Personality traits are measurable and identifiable.

3. The responses of the subjects to the instruments are fairly objective, and

4. The number of subjects is adequate for the purpose of the study which is limited to a particular research environment.

Significance of the Study

To meet the demands of an ever-rising standard of education of benefit to both individual career and enlightened citizenry development, it is extremely important to make a careful study of the teacher's personal-social qualities in relation to their teaching success.

There has been a growing awareness of the potential harm that an emotionally unbalanced teacher can do, especially considering that teaching as an occupation appears to involve more strain than other occupations. This justifies the growing concern which the educators, psychologists and guidance counsellors have in attempting to understand teachers. As suggested by Richey, it is important to make a careful study of the teachers' personality in order to discover and reinforce their

strengths for teaching as well as improve upon certain qualities that may be serving as handicaps to their professional success.[9] While nearly all experts agree that personality is a significant factor in successful teaching, few authorities would conclude that research has already successfully identified those personality characteristics in any refined manner.

The present researcher believes that some assessment of the A.T.C., Institute of Education, A.B.U., Zaria should be undertaken since we might find it necessary to know whether or not it is possible to improve present recruitment practices. This possibility might be claimed if the researcher could establish strong relationships between certain aspects of the teacher's personality and his professional efficiency. Determining the personal-social traits which distinguish "high" from "low" efficiency rated teachers will be of benefit therefore to administrators, psychologists, and guidance counsellors

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[9]Robert William Richey, Planning for Teaching (Third edition; New York: McGraw-Hill Book Co., Inc., 1963).

in establishing the set of personal qualities to look for or to avoid in recruiting prospective teachers.

Personal-social qualifications of teachers, in relation to the teaching skill still remains a hazy concept in Nigeria. This study is an attempt at finding added enlightenment not only to the A.T.C., Institute of Education, A.B.U., Zaria but also to some other Advanced Teachers Colleges of similar circumstances.

Scope and Limitation of the Study

The researcher limited his study to the instructional skill and personal-social qualifications of lecturers in A.T.C., Institute of Education, A.B.U., Zaria in the school year 1980-81. In addition, the study also sought to find out how satisfied are the lecturers with their jobs. This investigation included all the lecturers in the research environment who numbered sixty-four.

For purposes of testing the hypotheses, the Chi-square Test was used.

For purposes of item analysis, the method employed or determining "high" or "low" efficiency raters was taking, the 27 per cent highest, and the 27 per cent lowest scores.

Any study of teaching efficiency, even when based on the ratings by the principal or the teacher himself, is limited by the subjective element in the procedure.

Another limitation of the study arises from the fact that the lecturers themselves supplied the information requested on the personal data sheet. The validity of their responses depended upon their sincerity and frankness in divulging personal information. To minimize this, random checks were made against the official records in schools.

Definition of Terms

In order to have a uniform frame of reference for understanding the findings, analyses and discussions in this study, the following concepts are defined:

Instructional Skill: The ability of the teacher to handle students in classroom situation. This also includes the competency of the teacher to maximize learning.

Teacher's Personal-social qualifications: In the context of this study the term is limited to the ability, aptitude, interest, action, demeanor, manner and verbalization of the teacher as they are especially

related to handling pupils in classroom situations and as social persons; that is, referrent to personal relations.

Teaching efficiency: The term is used to represent a variable measured by an efficiency rating scale which include instructional skills, and personal-social qualifications. It is an individual's perceived worth relative to his teaching performance as assessed by the teacher himself.

Teacher-pupil relationship: This term refers to the degree of rapport, the presence or absence of conflict between teacher and pupil, or the way the teacher and the pupil can get along with each other. This relationship is judged by the contribution the relationship makes toward advancing the condition under which pupils and teachers efficiently work together to reach their common goal.

Self-rating: Self-rating is an attempt to get appraisals on a common set of attributes of one's self to produce agreed-upon results in the teaching-learning situation.

Item analysis: It is a procedure to increase the reliability and validity of an experimental test by separately evaluating each test item to determine whether or not it discriminates ability in the same way the overall test is intended to discriminate.

Summing up, the present study was defined in Chapter 1, by stating the problem, raising specific questions, stating hypotheses to be tested, citing assumptions, delimiting the research concern and admitting certain limitations. The significance of its possible results was also mentioned. Finally, the definitions of important terms were presented.

Background of the Study*

The Establishment of Advanced Teacher Training College, Zaria: In April 1959, the Federal Ministry of Education, realizing the cardinal importance of educational development to a nation newly attaining political independence, appointed a Commission under the chairmanship of Sir Eric Ashby, Master of Clare College, Cambridge, to investigate the needs of Nigeria in post-school certificate and higher education. On the basis of the report of this commission, which was significantly entitled "Investment in Education", the Government of

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*Chief Joseph Y. Bello, A Handbook for in-coming and Research Students, Advanced Teachers' College, Zaria. (Zaria; Jan. 1978) pp. 1-64.

Nigeria in 1961 presented to Parliament a White Paper on Educational Development up to 1970. The White Paper foresaw the enlargement of existing secondary schools and the building of 600 new ones, with an annual intake of pupils rising from 12,000 to 45,000. To meet this rapid expansion, four new Advanced Teacher Training Colleges were planned, one in the Federal capital, Lagos, and one in each of the three main Regions, Zaria in the North, Owerri in the East, and Ondo in the West. For this development, four separate requests for assistance were made to the then United Nations Special Fund, later to become the United Nations Development Programme, Special Fund Component. All four requests were agreed to, resulting in four separate but associated projects.

Therefore, acting on the recommendation of the Ashby Commission, the Government of the then Northern Region proposed to establish an Advanced Teacher Training College in Zaria, and through the Federal Government, requested the United Nations Special Fund for assistance. The request was agreed to, and a Plan of Operation was drawn up, which was formally signed in March 1963 by the Federal Government of Nigeria, the United Nations Special Fund, and Unesco.

Unesco was designated as the Executing Agency, and the Federal Government delegated authority for the operation of the project to the Northern Regional Ministry of Education. Authorization to start operations was given in May 1963, though the College actually opened on 1st November, 1962 with an initial intake of 150 students. The project was originally envisaged as of five years duration; subsequent revisions to the original Plan of Operation extended this, first to August 1968 and subsequently to August 1970.

Aims of the College. Briefly, the aims of the College for both parties (Northern Nigerian Government and Unesco) may be summarised as follows: (a) To provide professionally qualified non-graduate teachers of Northern Region origin to man the secondary and teacher training colleges in the region. (b) Through the products of the college, to be able to gradually northernise the entire staff of all the secondary schools and teacher training colleges in the region. (c) To provide highly qualified staff for the very Advanced Teachers' College, Zaria, through a parallel staff aimed at upgrading the qualifications of non-graduate Nigerian staff of the college, so that by the close of the project period, the

college would be manned entirely by Nigerians who had attained an appropriate level of university education.

Opening of A.T.C., Zaria. The college opened in November 1962 in buildings which were explicitly designated as temporary. The temporary buildings were situated along Gaskiya Road near Barewa College and were originally meant for a Grade One Teacher Training College. They were by no means adequate to the needs of an Advanced College and in a little over a decade, i.e. in January 1973, the college finally moved to its present site on Jos Road opposite the Institute of Administration.

The administrative fortunes of the college have somehow been bound up with the political vicissitudes of the whole Federation. With the change from civil to military rule in 1966 and the resultant creation of six autonomous states out of the former Northern Region, the effective control of the College fell to the Interim Common Services Agency (ICSA), a body formed to liaise between the six newly created states during the process of separation. Soon, however, effective administration of the College by the six proved extremely difficult and uneconomical. Consequently, in 1970 ICSA specifically

requested the Institute of Education, Ahmadu Bello University, Zaria, to take over the running of the College. The further break up of the Federation into 19 states in 1977, and the creation of ten out of the existed six northern states, has vindicated the foresight and wisdom of ICSA in placing the running of the College under a single undivided administrative authority. Now, with the Institute of Education's take-over, the admission of students is virtually on a quota basis - i.e. equal representation from each of the ten Northern States.

Each state is fully responsible for the sponsoring of its own candidates. This sponsorship entails moral as well as financial support for the candidates while they are in the college and job placement for the students in the states on completion of their courses.

After the take-over in 1970, the Institute has been responsible for the following: (1) Recruitment of teaching and administrative staff (2) Development of curricula and moderation of syllabi (3) Admission and selection of students (4) Examination and Certification of N.C.E. candidates (5) Liaison with States Ministries of Education;

(Acts in advisory and consultative capacity to the College and the Ministries of Education of the ten Northern States) and (6) Maintenance of College physical facilities.

Course of Study: In order to qualify for the award of the Nigeria Certificate in Education (N.C.E.), candidates have to read Education, two Main subjects in the academic field and one elective minor subject, in addition there is one compulsory minor course in General English. Main subjects, otherwise known as 'Major Subjects' are chosen from among the following in various combinations: English; History; Geography; French; Mathematics; Physics; Chemistry; Biology; Home Economics; Agricultural Science; Christian Religious Knowledge; Islamic Religious Knowledge; Arabic Language; Fine Art; Preliminary Science was later introduced. Currently, (1980-81 session) there are 1,554 students in A.T.C., Zaria made up of 495 Part I; 480 Part II and 526 Part III students. The college is divided into five academic divisions as follows: (1) Education (2) Languages (3) Humanities (4) Sciences (5) Vocations; each headed by a Senior member of the Academic staff.

Internal Organisation and Control: Over and above all other members of staff - either on the "Line" or "Staff" of the College stands the Principal who is the administrative head of the College. The Principal's duties are as follows: He is responsible to the Director, Institute of Education, A.B.U., Zaria, for all the activities in the College and delegates duties as suitable. Next to the Principal comes the Vice Principal whose duties are as follows: He assists the Principal in all academic and administrative matters, and in the absence of the Principal normally assumes the headship of the College. With the take-over, and due to the increase in the number of staff, the posts of an Administrative Officer and Assistant Secretary were been created. Both of them are responsible to the Principal for Intermediate and Junior Staff matters. Next comes the College Accountant. His duties are all connected with preparation of LPOs, maintaining imprest account, requisition for funds from the Institute headquarters, settling or forwarding to the headquarters for settlement bills approved for payment, etc. On the professional line, after the Vice Principal come the Heads of the Divisions. They are incharge of the academic and

administrative matters of the divisions. Below the Heads of the Divisions are the Heads of the Departments, who are directly responsible to their Divisional Heads, The Heads of the Divisions are directly responsible to the Principal.

Admission Requirements: To be admitted into A.T.C., one must have obtained one of the following academic qualifications by September of the year in which he intends to enter the College: (a) West African School Certificate, normally with Division I or II. (b) Grade II Teachers Certificate - preference being given to those with merits or credits in the subjects they wish to offer as majors. (c) Four subjects at the G.C.E. Ordinary level passed at one sitting, two of which must be major subjects he wishes to study. (e) He must pass an entrance examination and satisfy the examiners in an interview.

From its inception till June 1980, A.T.C. Zaria alone has trained for the ten Northern States well over 2,000 N.C.E. graduates in various disciplines. Although the A.T.C was meant to produce teachers for the first three years of secondary and teacher training colleges, often the need for this category of teachers, and the reputation and professional competence which they have demonstrated over

the years is such that they have often been required to teach up to the higher classes of both secondary schools and teaching training colleges. The products of these A.T.Cs in this country have greatly reduced the country's dependence on expatriate staff.

CHAPTER 2

REVIEW OF LITERATURE AND STUDIES

The need to have a "springboard" for appraising the worth of a topic chosen to be investigated by a researcher is generally met by his gaining acquaintance with the delimited field. Ideas of authorities on the subject, supported by empirical studies, are therefore gathered. From them the researcher anchors his own position relative to pertinent questions or issues as well as anticipations of possible results.

Literature on Self Theory and Teacher Personality:

Personality is a complex, multi-determined concept with many meanings. In order to handle this complexity, theories of personality which people have devised attempt to organize all that is known at any one moment about personality. This type of literature enables the researcher to relate the teacher's personal-social qualities to instructional skill.

Teaching personality: The adjustment of personality which different teachers make to the conditions of school life differ as radically as the personalities

of those who enter teaching. Hence, there are all kinds of teachers. There are "natural born teachers," and "made teachers." There are different types of teachers with different personality organization which are conditioned by such factors as: to level of teaching, age, sex, years of experience, and educational attainment, and nationality.

There are problem teachers, persons with definite aberrant traits in their personalities, and whose maladjustments suggest poor contact with reality. There are teachers who come close to but entirely negative contact with reality. However, others are very realistic, and with positive orientation.[10]

Most people in or near the teaching profession recognize two important aspects of the teacher's job: that of being both intellectual and human. Research indicates that more teachers fail in the human aspects of their jobs (rapport, motivation, discipline, etc.) than in the intellectual aspects.

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[10]Willard Waller, The Sociology of Teaching Science. (New York: John Waley & Sons, Inc., 1965) pp. 410-429.

Impressionistic accounts of teacher classroom behaviour are frequently imbued with pessimism, thus leading one to believe that a great number of the teachers are neurotic and unfit for their jobs. Such reports often come from those who have, unfortunately, suffered from teachers who are subject matter-centered and depersonalized in their treatment of students. Actually the teacher population is expected to be slightly better in human relations than the ordinary adult population at large. Much disappointment therefore accrues when the teacher is discovered to be an ordinary person, subject to the same stresses and dangers of breaking down under tension, as any other individual who is not in the teaching profession.[11]

Teaching as an occupation has emotional hazards. Hazard, as the term is used here, refers to the situations that occur in connection with the work of the teacher which threaten either his own development, his success or tenure. One of these hazards is the fact that the

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[11]Robert Ebel, "Measurement Application is Teacher Education", Journal of Teacher Education, (Vol. XVII, No. 1, 1966) p. 15.

teacher works with the immature. Unless he can balance his life with community activities at the adult level, he tends to lose his adult perspective to the immaturity of his school children. The kindergaten teacher who acts like a kindergaten-age child or the upper grade teacher who acts like a teenager exemplifies this loss of adult perspective.

Summarizing, the importance of discussing teacher personality is an attempt to develop a rationale for the design of the present study. The researcher, finds this theoretical framework a fruitful start for assessing teacher personal-social qualities and instructional skill with the use of self-evaluation in establishing teacher efficiency. The researcher believes further, that the phenomenal field of the teacher is inferrable from his self-evaluation.

Age factor in teacher efficiency: Klausmier[12] reported that relatively little is known about the situational conditions and personality trait-dynamics influencing

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[12]Robert J. Klausmeier & William Goodwin, Learning and Human Abilities: Educational Psychology (Second ed., New York: Harper and Row Publishers, 1961), pp. 151-154.

effectiveness of teachers of various ages. While there are differences among younger, middle-aged, and older teachers as groups, some older individuals are exceedingly good teachers. Others, of course, are exceedingly poor but the same holds for the middle and younger groups. Older elementary and secondary teachers, in comparison with the younger and middle aged, are less effective in the classroom. General intellectual ability, more frequently than not, has been shown to achieve a peak before middle age, although as reported previously, Baylay indicated increase until age 60. Intelligence tests are usually timed and older people do not perform timed tasks as quickly as when they were younger. Novel situations are especially troublesome to some older persons, much more so than tasks with which they are familiar. Older persons are more cautious, they require more time to integrate response, and their learning may consist mainly of discrete stimulus - response associations, not preceeded by more general learning. These factors are conceived as related parts of the total aging process. A recent review of research on aging and psychological adjustment suggests that a high

frequency of major personal adjustments requiring changes in the environment, in health, and in interpersonal relations makes old age a very confusing period of adjustment.

Hurlock[13] also reported that middle age is characterized by a general decline in physical fitness and some deterioration of health is common. Beginning in the mid-forties, there is an increase in disability and invalidism which progresses rapidly on aging people. Some health problems in middle age include the tendency to fatigue easily, hazzing or ringing in the ears, muscular pains, skin sensitivity to touch and itching, general aches and pains, gastro-intestinal complaints (such as constipation, acidic stomach and belching), loss of appetite and tendency to insomnia. How does middle age affect the health of the individual? This depends upon many factors, among them are heredity, past experience health history, the emotional stresses of his life, and willingness to adjust his pattern of living to his changed physical conditions.

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[13]Elizabeth Hurlock, Developmental Psychology, 3rd edition (New York: Mc Israw-Hill Bk. Co., 1968) pp. 671.

Lewis[14] made one of the few early studies on the effect of age on good teaching. He made the conclusion that age has little to do, if at all, with good teaching. Because of that, he suggested that age should not be taken into account in the selection of teachers. Accordingly, Lewis points out that age and experience go together. Both are recognized within limits as contributory to the efficiency of the teacher. However, Kahn placed most of the ills of the failure in teaching on the shoulders of experience. According to him, a teacher whose head is crammed up with pedagogical rules cannot teach well for lack of judgment.

Sex factor in teaching efficiency: Kalish[15] reported that "an individual social role not only changes as he matures but also differs somewhat according to sex." What happens physiologically in the individual is related to his behaviour. In other words, the maleness or femaleness of an individual is to a degree determinative of his personality.

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[14]Erwin Lewis, Personal Problems of Teaching Staff (New York: The Century co., 1965), p. 161.

[15]Richard Kalish, The Psychology of Human Behavior (USA: Wadsworth Publishing Co., 1966), pp. 338-340.

According to Schrickel[16] an individual carries into each situation many of the features of his total life space. Women should not be assigned to long shifts because they are susceptible to fatigue. Men and women are sufficiently different kinds of being to make the problems of "equality" between them a meaningless problem. Schrickel also stated, with due reservation, that being an adult female physiologically involves various biochemical fluctuations not found in male adulthood.

Hurlock[17] reported that women who have lived unwisely enter middle age with many regrets that make them depressed, irritable, remorseful, bitter, and pessimistic. These unfavourable attitudes aggravate the physical symptoms of the climateric and thus, make good adjustments difficult if not impossible. He also stated that very poor adjustment often leads to mental disorders especially in those of nervous types. Studies of women patients have found that approximately 80 per cent who experience nervous disorders during the

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[16]Harsh Schrickel. Personality Development and Assesment. 2nd ed. (New York: Ronald Press Co., 1959.) pp. 248 - 250.

[17]Hurlock. op. cit., pp. 692-694.

climateric have had prior disturbance which are intensified during the menopause by the physical and emotional disturbances related to the menopause. And conversely, it has been observed that the physical and emotional disturbances of menopause affect total adjustment.

Teaching experience factor in teacher efficiency: According to Cubberly, as cited by Waller,[18] he observed that many superintendents in the high school who must be regarded as authorities contend that after a certain number of years of teaching, most teachers reach a place where they cease to make substantial improvement without further study and training. Cubberly placed the plateau in teaching efficiency at about the seventh or eighth year of experience.

According to Waller, certain marked contrasts between personalities of experienced teachers and inexperienced teachers are the following:

1. The person who has just started teaching, experiences a considerable ego expansion in his work, whereas the dominant tone of the experienced teacher suggests probably the opposite.

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[18] Waller, op. cit., pp. 435-437

2. The more experienced teacher is more inclined to present the intrusion of his institution upon his private personality than the beginning teacher.

3. Discipline is more of a problem, though not recognized as such, to the beginning teacher.

4. A new teacher is more likely to have an idealistic conception of the student-teacher relationship than an older teacher.

5. The new teacher is much less inhabited in his habits of social expression than the older teacher, i.e., he talks with students oftener, longer, and more intimately, and explains himself more than an older teacher.

6. Students are more significant as persons to the new teacher. The distorting influence of the directing, managing role is apparent.

7. The young teacher is less likely to be involved in rivalries with colleagues than the older teacher. The fiercely rivalrous attitude toward colleagues is a late adjustment, often requiring ten years or more for its completion.

8. The executive role early produce effects upon the teacher, but these effects are at first favourable to general social adjustment, consisting of an elimination of childish mobility of countenance and a growth of decisiveness in meeting situations. This elimination of expression later grows to impassiveness, as well as decisiveness, with the increase by experience of pre-judgments of situations, to inflexibility.

9. The initial pleasure of the teacher in the teaching role endures throughout the period in which teaching habits are being formed. During this period the work of teaching furnishes nearly the entire contents of consciousness, and is attended to almost exclusively. As habits recede from the consciousness with increasing perfection, satisfaction fades, and discontent grows. This genetic analysis of teacher discontent points toward routinization as one of its major sources.

10. The shift of allegiance from the student group to the teacher group takes place gradually over a period of months.

Related Studies in Nigeria

One study which has a bearing on the present research

is that of Ojo's.[19] One of the specific question answered in his study was - To what extent do teacher factors such as: educational qualification, teaching experience, age, nationality and sex contribute significantly to the effective teaching of Mathematics to post - primary students?

The findings revealed that age, experience, educational qualifications, sex, and nationality are not significantly related to the effectiveness of teachers in teaching Mathematics.

Apart from the above mentioned study, the researcher had not come across other studies which are related to his own.

The present study is, however different from that of Ojo's. In his own study, Ojo as Inspector of Mathematics in the Ministry of Education, observed classes and assigned the teaching effectiveness rating to his samples (teachers). In the present research, the lecturers themselves, rated their own teaching effectiveness.

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[19] Jacob Ojo, An Analysis of the Teaching of Mathematics in Kaduna State, (Unpublished Masters Thesis, Dept. of Education, A.B.U., Zaria. 1978).

CHAPTER 3

RESEARCH METHODOLOGY

Methods and Proceedures

To carry out the study, the researcher used the normative survey method.

In order to collect personal data of the respondents, a personal data sheet was constructed and distributed to them. The information obtained about the respondents' age, sex, years of teaching experience, educational qualification and nationality was used as criteria for grouping the respondents.

For the teaching efficiency (instructional skill and personal-social qualifications) of lecturers, a Teaching Efficiency Rating Scale was used to determine how lecturers rate their own self in instructional skill and personal-social qualifications.

To ascertain the level of job satisfaction of lecturers, the lecturers were requested to respond to the 5 items in the questionnaire prepared for them.

Samples

The study involved the lecturers of the Advanced Teachers College, Institute of Education, A.B.U., Zaria

during the academic session 1980-1981. There are actually 84 lecturers in A.T.C. but at the time of the administration and collection of the accomplished questionnaires only 64 lecturers were present in the school campus. Hence only 64 lecturer-respondents comprised the final sample of the study.

Research Instrument

There were three forms of instrument used in the study. A Personal Data Sheet was used to collect information about respondents' age, sex, years of teaching, educational qualification, and nationality. A Rating Scales obtained data about perceptions of lecturers of their own instructional skill and personal-social qualifications. The third instrument, Job Satisfaction Questionnaire, was used to determine whether the lecturers were satisfied with their jobs or not.

Validity of the Instrument

The Teaching Efficiency Rating Scale (Instructional Skill and personal-social qualifications) was adapted from the Teacher Rating Scale used by Dr. C.T. Veridiano in the Philippines. This instrument was referred to three lecturers in the Department of Education and the

Institute of Education, A.B.U., Zaria for their comments. The instrument was considered by the lecturers as suitable for the present study.

A "dry-run" method was also used to validate the instrument. Five teachers in W.T.C., Zaria were used for this purpose.

Data Gathering Proceedure

As soon as my supervisor has approved the research instruments, the researcher, personally distributed and gathered the accomplished questionnaires. Since the researcher is also a member of staff of A.T.C., Zaria, getting the cooperation of the subjects was not difficult. The principal of our school was very kind and sympathetic with my problem. This contributed much to the positive attitude of my colleagues in A.T.C. towards my research.

Scoring the Items of the Questionnaires

Scoring was done meticulously on the computer sheets. The scored questionnaire was tallied and tabulated by age, sex, years of teaching experience, educational qualifications and nationality under each category - instructional skill and personal-social qualifications.

Each of the responses for each item in each category in the Rating Scale were weighted, given equivalent weights, and qualitative interpretation. The equivalent weights for the answers used in this study are:

Assigned Number	Translated number	Weight	Qualitative Interpretation
9-10	(5)	4.5-5.0	Very high level
7-8	(4)	3.5-4.5	High level
5-6	(3)	2.5-3.5	Moderate
3-4	(2)	1.5-2.5	Low
1-2	(1)	1.0-1.5	Very low

Treatment of Data

The data collected were subjected to statistical treatment in order to be able to answer the questions proposed in this study and to test the null hypotheses.

The treatment included:

1. Scoring and the computation of mean averages
2. Use of frequency distribution, percentages and ranking
3. Use of chi-square test to determine significant relationships.

CHAPTER 4

RESULTS AND ANALYSIS OF DATA

This chapter presents: (a) the descriptive profile of the subjects (b) the data involved in the study (c) results of hypotheses - test needed to derive certain findings.

Descriptive Data

This involved the 64 lecturers in the A.T.C., Institute of Education, A.B.U., Zaria, in the academic session of 1980-81. Tables 1 to 5 present the frequency distribution of subjects relative to: age, sex, years of experience, educational qualifications, and nationality.

Distribution by Age: As shown in Table 1, the highest age frequency was found in the 35-39 age group, in which 33 or 51.6 per cent was recorded. The youngest lecturer was 30 years old and the oldest was 50. The age range of the respondents suggest that lecturers at A.T.C., A.B.U., Zaria are chronologically mature.

TABLE 1

AGE OF RESPONDENTS

AGE	NO	%
20 - 24	0	0
25 - 29	0	0
30 - 34	10	15.6
35 - 39	33	51.6
40 - 44	17	26.6
45+	4	6.2
TOTAL ..	64	100

Distribution by Sex: Male lecturers out-numbered the female lecturers by 46.8 per cent. This is so, because most schools in the country prefer to hire male teachers rather than female. In addition to this, there are few qualified female teachers, especially Nigerians, who can be employed to teach in the Advanced Teachers College. The data can be gleaned in Table 2.

TABLE 2

SEX OF RESPONDENTS

SEX	NO	%
Male	47	73.4
Female	17	26.6
TOTAL ..	64	100

Distribution by Number of Years of Experience: As seen in Table 3, only 10 lecturers, or 15.6 per cent of the total population, belonged to the first group whose years of teaching ranged from 0 to 4 years. It is worth noting that A.T.C., Zaria has a wealth of experienced lecturers. This is evidenced by the number of lecturers in the A.T.C. whose teaching experience extend beyond five years.

TABLE 3

YEARS OF TEACHING EXPERIENCE

YEARS	NO	%
0 - 4	10	15.6
5 - 9	30	46.9
10 - 14	16	25.0
15 - 19	6	9.4
20+	2	3.1
TOTAL ..	64	100

Distribution by Educational Qualification: As seen in Table 4, a preponderance, 38 or 59.4 per cent are M.Ed or M.A. degree holders. This number constituted over half of the total number of lecturer - respondents. Holders of B.Sc., B.A., and B.Ed. degree (without M.Ed units) are encouraged by the school head to pursue the post graduate programme. Ones promotion to an upper rank depends partly on ones educational qualifications, hence it is every lecturer's ambition in the A.T.C. to do the masters degree programme in order to push ahead. This of course is an incentive for lecturers to grow

professionally. To date, some A.T.C. lecturers are holding the rank of: 1 - Reader, 10 - Senior Lecturer, and 16 - Lecturer I.

TABLE 4

EDUCATIONAL QUALIFICATIONS

QUALIFICATIONS	NO	%
1. M.Ed or M.A.	38	59.4
2. B.Sc. with M.Ed. Units	9	14.1
3. B.A. with M.Ed. Units	2	3.1
4. B.Ed with M.Ed Units	3	4.7
5. B.Sc. no M.Ed. Units	5	7.8
6. B.A. no M.Ed. Units	2	3.1
7. B.Ed. no M.Ed. Units	4	6.3
8. Others (Ph.D)	1	1.6
TOTAL	64	100

Distribution by Nationality: Among the lecturers, only 12 or 18.75 per cent are expatriates. This is because this country has produced a number of qualified indigines who can teach at the A.T.C. level. As seen in

Table 5, Nigerian lecturers out numbered the expatriate lecturers by 62.50 per cent.

TABLE 5

NATIONALITY OF RESPONDENTS

NATIONALITY	NO	%
Nigerian	52	81.3
Expatriate	12	18.7
TOTAL ..	64	100

Data on Self - Perception of Lecturers:

The data presented in this section consist of the statistical description of the self-perception of lecturer-respondents of their instructional skill and personal-social qualifications as shown by tables which provided evidence for answering the specific questions of the study and dealing with the hypotheses stated in Chapter 1 of this book.

Data Analysis

Question 1. How do lecturers measure in instructional skills and social-personal qualifications?

Question 2. What relationship exists between instructional skills, and personal-social qualifications of lecturers?

Question 3. Are there significant relationship in these measures according to: (a) age (b) sex (c) educational qualifications (d) years of teaching experience and, (e) nationality?

It was hypothesized that no significant relationships exist between instructional skill of lecturers and their personal-social qualifications.

It was also hypothesized that there is no significant relationships in the lecturers' instructional skill and personal-social qualifications according to: age (b) sex (c) educational attainment (d) years of teaching experience and, (e) nationality.

Instructional skill and Social-Personal Qualifications of the Entire Group

Instructional Skill. The questionnaire that illicited response about self-perceptions of lecturers of their

instructional skill contains 10 items:

1. Knowledge of subject

2. Lesson planning and purposeful classroom activities.

3. Variety and appropriateness of teaching proceedures.

4. Rapport with pupils.

5. Skill in questioning and making explanations.

6. Classroom management and discipline.

7. Use of instructional materials.

8. Facility of expression.

9. Provision for drills, seatwork and assignments.

10. Ability to diagnose difficulties and apply remedial measures.

As shown in Table 6, none of the lecturer-respondents rated themselves to be Very Low nor Low in instructional skill. A preponderance rated themselves either Very High or High in the skill to carry out classroom work. Considering that these lecturers were mostly experienced teachers (see Table 3) and highly qualified educationally (see Table 4), it is not surprising to see respondents rating .

themselves as such. These lecturers felt confident that they have the competency to impart knowledge to their students. Among the items under instructional skill, the lecturers rated themselves lowest in Item 5 - "Skill on questioning and making explanations". The first (1), second (2) and, third (3) highest ranks among the items (Items 8,1 & 2) are related to basic preparation of teaching. The lower ranked items are related to the actual teaching process.

The computed grand mean of lecturers responses in instructional skill is 4.7. This means that lecturers perceived themselves to be/Very High in instructional skill.

TABLE 6

FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL

INSTRUCTIONAL SKILL ITEMS	FREQUENCY 5 VERY HIGH	4 HIGH	3 MODERATE	2 LOW	1 VERY LOW	AVE WT.	RANK
1	59	5	-	-	-	4.9	2
2	53	11	-	-	-	4.8	3.33
3	42	20	2	-	-	4.6	8.5
4	47	17	-	-	-	4.8	3.33
5	31	33	-	-	-	4.5	10
6	50	14	-	-	-	4.8	3.33
7	42	20	2	-	-	4.6	8.5
8	60	4	-	-	-	5.0	1.0
9	44	20	-	-	-	4.7	6.5
10	42	22	-	-	-	4.7	6.5

Grand Mean = 4.7

Personal-Social Qualifications. In order to collect data about lecturers personal-social qualifications, a 10-item questionnaire was prepared and distributed to the respondents. The following are the items in the

questionnaire:

1. Personal appearance.
2. Professional attitudes.
3. Human and public relations.
4. Courtesy and deportment.
5. Physical and mental health.
6. Punctuality and regularity in attendance in class-room teaching.
7. Punctuality and accuracy in submission of reports.
8. Punctuality and regularity of attendance at meetings, conferences and seminars.
9. Initiative and cooperation in co-curriculars and school-committee work.
10. Interest and participation in school and community affairs.

Table 7 shows the frequency, Rank distribution of lecturers' self-perception of their personal-social qualifications. As seen in Table 7, lecturers see themselves similarly in personal-social qualifications and instructional skill. Nobody perceived themselves to be Very Low or Low in personal-social qualifications. The items that have the four highest average weight are -

Items 5, 4, 2 and, 1. These four items are related to personal qualities. The lowest in the rank among the items is Item 8 - "Punctuality and regularity of attendance at meetings, Conferences and Seminars." A closer examination of the lower average weight items showed that lecturers felt that they may need to improve their social qualifications.

The grand mean derived from the average weight of the frequency of response of the lecturers is 4.7. This indicates that lecturers have/VERY High personal-social qualifications.

TABLE 7

FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR PERSONAL-SOCIAL QUALIFICATIONS

PERSONAL-SOCIAL QUAL. ITEMS	FREQUENCY 5 VERY HIGH	4 HIGH	3 MODERATE	2 LOW	1 VERY LOW	AVE WT.	RANK
1	49	15	-	-	-	4.8	4.5
2	56	8	-	-	-	4.9	2.5
3	46	17	-	-	-	4.7	6.5
4	60	4	-	-	-	4.9	2.5
5	64	-	-	-	-	5.0	1.0
6	45	19	-	-	-	4.7	6.5
7	35	29	-	-	-	4.5	8.33
8	29	35	-	-	-	4.5	8.33
9	48	16	-	-	-	4.8	4.5
10	31	33	-	-	-	4.5	8.33

Grand Mean = 4.7

Study Question 1, can now be answered. The question is: How do lecturers measure in instructional skills and

social-personal qualifications?

The findings of the study showed that lecturer-respondents perceived themselves to be similarly/VERY High in both instructional skill and personal-social qualifications. This is evidenced by the exact figure that came out of the computed grand mean of 4.7 in the two categories.

Relationship Between Instructional Skill and Personal-Social Qualifications.

The foregoing findings show that lecturers rated themselves similarly/VERY High in both instructional skill and personal-social qualifications. Since the computed grand mean in both categories are exactly thesame, 4.7, the Chi - square test is not anymore necessary to determine the relationship that exist between instructional skill and personal-social qualifications of lecturers.

Study Question 2, Findings: No significant relationship exist between lecturers' instructional skill and personal-social qualifications. The null hypothesis - There is no significant relationships that exist between lecturers' instructional skill and social-personal qualifications is therefore accepted.

Question 3. Are there significant relationships in these measures (instructional skill and personal-social relations) according to: (a) age (b) sex (c) educational qualifications (d) years of teaching, and (e) nationality?

In order to answer this question, the frequency and means of responses of lecturers on the Teaching Efficiency Rating Scale were cross - tabulated with their age groupings (younger and older group); sex (male and female); teaching experience (experienced, and very experienced); educational qualifications (with higher degrees and without higher degrees); and nationality (Nigerian and Expatriate). The data and computations can be seen in Appendix B,C, D, E and, F.

Observations in the Lecturers' Self-Rating of Their Instructional Skill and Personal-Social Qualifications.

The lecturers' self-rating of their instructional skill and personal-social qualifications revealed a very high level of performance. No significant differences were found between the group with respect to age, sex, educational qualifications. years of teaching experience, and nationality.

Certain trends however, were found to be interesting, for examples:-

In the age groupings, the older group (40 to 45+) rated themselves slightly higher than the younger group (20 to 39).

Male lecturers rated themselves higher than the female group.

The very experienced group (15 to 20+) rated themselves also higher than the less experienced ones in both instructional skills and personal-social qualifications.

As regards educational qualification grouping, those with higher degrees rated themselves higher than those without higher degrees.

The nationality grouping showed expatriates rating themselves slightly higher in instructional skill (mean difference of 0.1). Nigerians however, rated themselves much lower in personal-social qualifications. The computed mean difference was 0.4 .

Job Satisfaction

This section sought to give information about the job satisfaction of lecturers of the Advanced Teachers College, Institute of Education, A.B.U., Zaria. The data collected for this section were not used as a factor that may affect teaching efficiency. Rather, the data were simply used for information purposes.

There are five items in the questionnaire that illicited responses about job satisfaction of lecturers. The items are:

1. How satisfied are you with the goals and guiding principles set by your school head?

2. How satisfied are you with the amount of authority given you to do your work as classroom teacher?

3. How satisfied are you with the relationship you keep with your school head?

4. How satisfied are you with the administrative, supervisory, and leadership abilities of your school head?

5. How satisfied are you with the efficiency rating given by your school head?

6. How satisfied are you with your job as a lecturer?

Table 8 shows the responses of the lecturers to the job satisfaction questionnaire.

TABLE 8

JOB SATISFACTION OF LECTURERS.

Items	5 V.S No	%	4 S No	%	3 Undec. No	%	2 D.S No	%	1 V.D.S No	%	AVE WT.	RANK
1	49	76.6	12	18.8	3	4.7	-	-	-	-	4.7	2.5
2	60	93.8	4	6.3	-	-	-	-	-	-	4.9	1
3	39	60.9	19	29.7	5	7.8	1	1.6	-	-	4.5	4
4	30	46.9	27	42.2	7	10.9	-	-	-	-	4.4	5
5	29	45.3	24	37.5	9	14.1	2	3.1	-	-	4.3	6
6	46	71.9	14	21.9	4	6.3	-	-	-	-	4.7	2.5

Grand Mean = 4.6

V.S. ... ... Very Satisfied

S ... ... Satisfied

Undec. ... ... Undecided

D.S. ... ... Dissatisfied

V.D.S. ... ... Very Dissatisfied

We are now going to answer question 5 of the study. The question is: How satisfied are the lecturers with

their jobs?

As seen in Table 8, 60 or 93.8 per cent of the lecturers indicated that they were Very Satisfied with the amount of authority given to them to do their work as classroom teachers (Item 2). This shows that the school head is democratic. In the ranking of the items, based on the frequency of the reponses made by the respondents, Item 5 was given the lowest rank (6th). Item 5 is about the efficiency rating given by the school head. This indicates differing views or opinions of lecturers and school heads about teaching efficiency. Lecturers in the Advanced Teachers College, Institute of Education, A.B.U., Zaria think highly of their instructional skills and personal-social qualities. This is shown by the manner they rated themselves on the two categories which made up teaching efficiency according to the present study. It can be deduced in the trend of responses of the lecturers that they felt the school head had not given them the rating they deserved.

On the whole, lecturers were satisfied with their jobs in the A.T.C., Zaria. This is indicated by the

computed group mean of 4,6 of lecturers responses in the Job Satisfaction Questionnaire.

It would be worthwhile including a portion of the comments written by lecturers to Item 6 of the Job Satisfaction Questionnaire.

Here are the comments:

No promotion yet.

Housing problem eminent.

Promotion rapid for me.

Peaceful profession indeed.

Principal has no special preference for teachers at all when we come to admission exercises.

No promotion, yet long overdue.

My promotion too slow, I have been Lecturer II for years.

My promotion still pending masters.

Not enough teaching materials for the department.

CHAPTER 5

SUMMARY. CONCLUSIONS, RECOMMENDATIONS

This chapter summarizes the study, states the conclusion and makes recommendations in the light of the findings of the study.

Summary:

The study sought to find out how lecturers in the Advanced Teachers College, Institute of Education. A.B.U., Zaria perceived their own instructional skills, and personal-social qualifications.

The specific problems are as follows:

1. How do these lecturers measure in instructional skills and personal-social qualifications according to their self-assigned ratings?

2. What relationship exists between the instructional skills, and personal-social qualifications of lecturers?

3. Are there significant relationships in those measures according to: (a) age (b) sex (c) educational qualification (d) years of teaching experience and. (e) nationality?

4. How satisfied are the lecturers with their jobs?

Two null hypotheses were tested in the study:

1. No significant relationship exist between instructional skill of lecturers and their personal-social qualifications.

2. There is no significant relationship in the lecturers' instructional skill and personal-social qualifications according to:- sex, age, educational attainment, years of teaching experience and nationality.

The population of this research consisted of 64 lecturers in the A.T.C., Institute of Education, A.B.U., Zaria during the school year 1980/81.

To collect data for the study, the following methods and instruments were used:

1. Teaching Efficiency Rating Scale, for collecting data about lecturers' professional competencies. The lecturers rated themselves in two categories - instructional skill, and personal-social qualifications, each with ten items.

2. Persoanl Data Sheet, for obtaining information about the respondents' age, sex, years of experience.

educational qualifications and nationality.

The statistical proceedures used were - frequency ranks, percentages, and means. These were used in providing statistical descriptions of the lecturers' instructional skill, and personal-social qualification according to age, sex, years of experience, educational qualification and nationality.

Findings:

The following findings of the study are presented in sequence, in answer to each of the specific questions raised ~~in Chapter 1.~~ above.

1. How do lecturers measure in instructional skills, and personal-social qualifications according to their self-assigned ratings?

Findings: (1 & 2) The analysis of data ~~in Chapter 4 of this book~~ showed that the perception of lecturers of their instructional skill do not differ from their perception of their personal-social qualifications. Lecturers perceived themselves to be similarly High in both instructional skill and personal-social qualifications.

3. Are there significant relationship in these measures according to (a) age (b) sex (c) educational qualification, (d) years of teaching experience, and (e) nationality? The frequency ranks, percentages and means of the responses of lecturers on the Teaching Efficiency Rating Scale (instructional skills, and personal-social qualifications) were cross-tabulated with (a) age groupings (younger and older group); (b) sex (male and female); (c) teaching experience (very experienced and experienced); (d) educational qualifications (with higher degrees and without higher degrees); and (e) nationality (Nigerian and Expatriate).

Findings. Comparism among groups showed:

1. No significant group differences between age group;

2. No significant differences between males and females;

3. No significant differences due to educational qualifications;

4. No significant differences due to years of teaching experience; and

5. No significant differences between Nigerian and Expatriate.

Inspite of the non-significant findings, some interesting trends have been observed in the study.

4. How satisfied are the lecturers with their jobs?

Findings: The data showed that lecturers were very satisfied with the amount of authority given to them in their classrooms. The lecturers however, reflected in their responses that they were least happy with the efficiency rating given to them by the school head.

Conclusions.

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

1. Lecturers in the Advanced Teachers College, Zaria perceived themselves to be highly efficient in their teaching performance - (instructional skill and personal-social qualities).

2. Teachers attributes, such as age, sex, years of teaching experience, educational qualifications and nationality are not significantly related to lecturers

perceptions of their own teaching efficiency.

3. Lecturers are very sensitive to efficiency ratings given by administrators. Stop here

Recommendations

In the light of the findings of the present study, the researcher offers the following recommendations:

1. That the school administrator conducts a periodic meetings with the lecturers inorder to develop harmony and understanding of what constitutes effective teaching.

2. That specific criteria for teacher evaluation be cooperatively developed by the school head and lecturers. Such proceedure could help strengthen understanding among the staff members of the criteria of teaching efficiency.

3. That lecturers should pursue self-evaluation of their classroom behaviour based on a mutually-established criteria.

4. That efforts should be made to determine the factors that may inspire the level of satisfaction of lecturers of their perception of the school heads'

leadership and in their job.

Recommendations for further Study.

1. A similar study that has more control in the variables which could be attributable to differences in teachers' perceptions.

2. A study that considers the administrators' rating of teaching efficiency and teachers' self-rating of his own teaching efficiency (instructional skills and personal-social qualities).

3. A study that may involve larger groups of school administrators and teachers representing schools in different localities.

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APPENDIX

APPENDIX A

PERCEPTIONS OF LECTURERS OF THEIR OWN INSTRUCTIONAL SKILLS, AND PERSONAL - SOCIAL QUALIFICATIONS QUESTIONNAIRE

PERSONAL DATA : Please put X within the parenthesis of the data which pertains to you.

A. Sex: ( ) Male ( ) Female

B. Years of teaching experience: 0-4 ( ) 5-9 ( )
10-14 ( ) 15-19 ( ) 20 and above ( )

C. Age: 20-24 ( ) 25-29 ( ) 30-34 ( ) 35-39 ( )
40-44 ( ) 45 and above ( )

D. Educational Qualifications:
1. M.Ed or M.A. ( )
2. B.Sc with M.Ed units ( )
B.A. with M.Ed units ( )
B.Ed with M.Ed units ( )
3. B.Sc no M.Ed units ( )
B.A. no M.Ed units ( )
B.Ed no M.Ed units ( )
4. Others (specify) _____

E. Nationality: Nigerian ( ) Expatriate ( )

TEACHING EFFICIENCY RATING SCALE: Please indicate how you rate yourself in the following skills and qualifications by putting X in the appropriate column.

Subject taught: _____ Rank_____

Years of teaching in A.T.C. _____

Group A Instructional Skills	:1:2:3:4:5:6:7:8:9:10
1. Knowledge of subject matter	
2. Lesson planning and purposeful classroom activities.	
3. Variety and appropriateness of teaching procedures.	
4. Rapport with pupils.	
5. Skill in questioning and making explanations.	
6. Classroom management and discipline.	

	1	2	3	4	5	6	7	8	9	10
7. Use of instructional materials										
8. Facility of expression.										
9. Provision for drills, seatwork and assignments.										
10. Ability to diagnose difficulties and apply remedial measures.										
Group B										
Personal and Social Qualifications	1	2	3	4	5	6	7	8	9	10
1. Personal appearance										
2. Professional attitudes										
3. Human and public relations										
4. Courtesy and deportment.										
5. Physical and mental health										
6. Punctuality and regularity in classroom teaching.										
7. Punctuality and accuracy in submission of reports										
8. Punctuality and regularity of attendance at meetings, conferences and seminars.										
9. Initiative and cooperation in co-curriculars and school-committee work										
10. Interest and participation in school and community affairs										

JOB SATISFACTION QUESTIONNAIRE

Direction: DRAW A CIRCLE around one of the five numbers following the question to show the answer you have slected.

5 - Very satisfied
4 - Satisfied
3 - Undecided
2 - Dis-satisfied
1 - Very dissatisfied

QUESTIONS	ANSWERS
1. How satisfied are you with the goals and guiding principles set by your school head?	5 4 3 2 1
2. How satisfied are you with the amount of authority given you to do your work as classroom teacher?	5 4 3 2 1
3. How satisfied are you with the relationship you keep with your school head?	5 4 3 2 1
4. How satisfied are you with the administrative, supervisory, and leadership abilities of your school head?	5 4 3 2 1
5. How satisfied are you with the efficiency rating given by your school head?	5 4 3 2 1
6. How satisfied are you with your job as lecturer? . . . . . (at the back of the page, please explain your answer to No. 6 question).	5 4 3 2 1

RATING SCALE WEIGHT EQUIVALENT

A. INSTRUCTIONAL SKILLS

1. Knowledge of Subject Matter				
Insufficient knowledge and mastery of some subjects.	Fairly adequate knowledge and mastery of all subjects being taught.	Sufficient knowledge and mastery of all subjects to insure teaching of essentials	Thorough knowledge and mastery of all subjects taught, of the community; of current issues and national and international affairs.	Complete and rough knowledge as well as master of all subjects and evidence of broad cultural background and knowledge of related fields
1 2 3 4 5 6 7 8 9 10				
2. Lesson Planning and Purposeful Classroom Activities				
Aimless class activities; vague planning; much waste of time.	Specific behavioral goals and outcomes achieved in some areas.	Specific behavioral goals and outcomes achieved with responsible flexibility; adapted to needs and interest of pupils.	Behavioral goals and outcomes consistently achi eved in most areas.	Speific behavioral goals consistently achieved in all areas and every phase of classroom activity.
1 2 3 4 5 6 7 8 9 10				
3. Variety and Appropriateness of Teaching Procedures				
Inappropriate in the attainment of outcomes	Limited to question-answer procedures.	Suitable in the treatment of some aspects of subject matter.	Adequately varied and well organized teaching procedures.	Stimulating procedures and innovative approaches to suit every phase of classroom activity.
1 2 3 4 5 6 7 8 9 10				
4. Rapport with Pupils				
Negative, sarcastic, unsympathetic; uses unkind humor.	Over-serious, and stiff rapport but sometimes friendly	Is sympathetic, and courteous; fairly stimulates response, interest and friendliness.	Permeates teaching with friendliness and understanding; creates interest, enthusiasm and good sense of humor.	Highly motivating induces enjoyment and active participation.
1 2 3 4 5 6 7 8 9 10				

5. Questioning and Explanations

Indefinite and often poorly constructed.	Sometimes vague and unstimulating	Sufficiently clear but confined only to factual questions.	Clear explanations, specific factual questions and thought provoking questions.	Draws inferences, encourages interpretation and critical thinking; thorough and thought provoking.

1_____2_____3_____4_____5_____6_____7_____8_____9_____10

6. Classroom Management and Discipline

Lack of pupil control during the greater part of the period.	Normally able to manage, but order is maintained only at certain times; elassroom decor and display quite appropriate.	Well-established routine; economy of time is evident throughout the day; fresh decor and display.	Evidence of group cooperation; efficient management; exciting displays and decor.	Efficient routine, order and cleanliness;self discipline & democratic management are evident at all time.

1_____2_____3_____4_____5_____6_____7_____8_____9_____10

7. Use of Instructional Materials

Limited use of instructional materials; unorganized chalkboard work	Illustrative materials;flannel graphs and magnetic board are used in addition to chalkboard work.	Varied and relevant instructional materials are prepared and fitted into the whole teaching.	Carefully selected materials are utilized and adopted effectively to suit pupils' needs	Innovative use of varied instructional materials and the use of school's resources to suit all aspects of learning.

1_____2_____3_____4_____5_____6_____7_____8_____9_____10

8. Facility of Expression

Unaware of grammatical errors; inadequate command of language of instruction.	Fairly articulate in English; has fifficulty in communicating.	Has good command of English.	Consistent and very articulate in English	Excellent command of English.

_____2_____3_____4_____5_____6_____7_____8_____9_____10

9. Provision for Drills, Seatwork. and Assignments

Unplanned vague; aimless and too much assignments; unexplained seatwork.	Planned and adequately geared to pupils present needs; inadequate drills.	Planned and specific; immediately related to needs and clearly explained to pupils; snappy drills, relevant assignments.	Purposeful, appropriate, well prepared and thoroughly understood; adequate seatwork and drills.	Challenging and varied pupils made aware of its purposes.

_____2_____3_____4_____5_____6_____7_____8_____9_____10

10. Ability to Diagnose Difficulties and Apply Remedial Measures

Unaware of pupils' difficulties; no allowance for individual differences.	Fairly aware of pupils' difficulties; sometimes applies remedial measures.	Always are of pupils' difficulties and applies remedial measures.	Seeks more information and other data regarding possible causes of pupils' difficulties; adjusts teaching and applies remedial measures consistently.	Uses available school resources to diagnose difficulties; enjoins cooperation of others for relevant remedy.

1 2 3 4 5 6 7 8 9 10

B. PERSONAL AND SOCIAL QUALIFICATIONS

1. Teaching Personality

Personality not adapted to teaching; indifferent and will not admit shortcomings.	Personality fairly adapted to t teaching; sometimes impatent and intolerant.	Personality adapted to teaching; high personal standard; willingly admit shortcomings.	Personality strongly adapted to teaching; tolerant and objective and honest.	Personality very strongly adapted to teaching; intellectual humble and very tolerant.

1 2 3 4 5 6 7 8 9 10

2. Professional Attitudes

Has little interest liking to teaching; unaware of school objectives and educational problems; loyalty cannot be relied on.	Shows fair interest to teaching; sometimes gets aware of ed ucational problems.	Shows normal interest and liking to teaching, endeavors to know school objectives; applies himself to teaching and is loyal to it.	Shows marked interest to teaching; endeavors to help in solving educational problems; industry and loyalty can be relied on.	Extraordinary enthusiatic about his teaching has very high regard of it; endeavors to implement SJC objectives.

1 2 3 4 5 6 7 8 9 10

3. Human and Public Relations

Poor public relations; deos not get along well with school associates.	Sometimes inadequate relation along with associates occasionally.	Normally gets along with students, parents and school associates; well liked by pupils.	Get along very well with school associates, pupils, parents; unsually gets willing cooperation from them	Maintain excellent public image and outstanding public relations; exceptionally well-liked.

1 2 3 4 5 6 7 8 9 10

4. Courtesy and Deportment

Annoyingly discourteous.		Usually courteous		Very courteous

1 2 3 4 5 6 7 8 9 10

5. Physical and Mental Health

Oftentimes shows emotional immaturity; almost always disorderly and slovenly.	Apparently suffering from ill-health; but fairly mature; fairly clean in dress and habits	Normally healthy in person dress and habits; alert and emotionally mature.	Very healthy, physically and emotionally; always clean and orderly in person, dress and habits.	Exceptionall pleasant and emotionally matured alwa mentally alert.

1 2 3 4 5 6 7 8 9 1

6. Punctual and Regular Attendance in Classroom Teaching

Seldom-Punctual	Usually Punctual	Always Punctual

1 2 3 4 5 6 7 8 9 1

7. Punctuality and Accuracy in Submission of Reports

Seldom-Punctual	Usually Punctual	Always Punctual

1 2 3 4 5 6 7 8 9 1

8. Punctual and Regular Attendance in Meetings, Conferences and Seminars

Seldom-Punctual	Usually Punctual	Always Punctual

1 2 3 4 5 6 7 8 9 1

9. Initiative and Cooperation in Co-curriculars and Committee Work

Poor	Fair	Good	Very Good	Excellent

1 2 3 4 5 6 7 8 9 1

10. Interest and Participation in School and Community Affairs

Poor	Fair	Good	Very Good	Excellent

1 2 3 4 5 6 7 8 9 1

APPENDIX B

TOTAL FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL AND PERSONAL-SOCIAL QUALIFICATIONS ACCORDING TO AGE GROUP

CHOICES	FREQUENCY 5		4		3		2		1		Ave. Wt.		Rank	
AGE GROUP	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS
Younger														
20-24														
25-29	5	6	4	-	1	4	-	-	-	-	4.4	4.2		
35-39	24	23	7	4	2	6	-	-	-	-	5.1	4.5		
										Total-	9.5	8.7	2	2
Older														
40-44	14	13	2	3	1	1	-	-	-	-	4.8	4.7		
45+	4	4	-	-	-	-	-	-	-	-	5.0	5.0		
										Total-	9.8	9.7	1	1

Chi Square Value: IS = 0.01410 df = 4

PS = 0.00005 df = 4

α = .05

They are not significant

IS= Instructional Skills; PS= Personal-Social Qualifications.

APPENDIX C

TOTAL FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL AND PERSONAL-SOCIAL QUALIFICATIONS ACCORDING TO SEX.

SEX	FREQUENCY 5		4		3		2		1		Ave.Wt.		Rank	
	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS
Male	36	34	9	5	2	8	-	-	-	-	4.7	4.6	1	1
Female	12	12	4	2	1	3	-	-	-	-	4.6	4.5	2	2
										Total-	9.3	9.1		

Chi Square Value: 0.000025 df = 4

α = .05 ; Not significant.

IS = Instructional Skills

PS = Personal-Social Qualifications.

APPENDIX D

TOTAL FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL AND PERSONAL-SOCIAL QUALIFICATIONS ACCORDING TO YEARS OF TEACHING EXPERIENCE

CHOICE	FREQUENCY 5		4		3		2		1		Ave. Wt		Rank	
YEARS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS
Experienced														
0-4	5	6	3	-	2	4	-	-	-	-	4.3	4.2		
5-9	23	22	6	3	1	5	-	-	-	-	4.7	4.6		
10-14	12	13	3	1	1	2	-	-	-	-	4.7	4.7		
									Total-		13.7	23.5	1	1
Very Experienced														
15-19	5	5	1	1	-	-	-	-	-	-	4.8	4.8		
20+	2	2	-	-	-	-	-	-	-	-	5.0	5.0	2	2
									Total-		9.8	9.8		

Chi Square Value: IS = 4.20533 df = 6

PS = 4.27696 df = 6

α = .05 ; These are not significant.

IS= Instructional Skills; PS= Personal-Social Qualifications.

APPENDIX E

TOTAL FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL AND PERSONAL-SOCIAL QUALIFICATIONS ACCORDING EDUCATIONAL QUALIFICATIONS

CHOICES	FREQUENCY 5		4		3		2		1		Ave.Wt.		Rank	
QUALIFICATIONS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS
With Higher Degree														
M.Ed or M.A.	28	28	8	5	2	5	-	-	-	-	4.7	4.6		
B.Sc. w/ M.Ed.	8	7	1	1	-	1	-	-	-	-	4.9	4.7		
B.A. w/ M.Ed.	2	2	-	-	-	-	-	-	-	-	5.0	5.0		
B.Ed. w/ M.Ed.	1	2	2	-	-	1	-	-	-	-	4.3	4.3		
P.HD	1	1	-	-	-	-	-	-	-	-	5.0	5.0	1	1
										Total-	23.9	23.6		
No Higher Degree														
B.Sc w/o M.Ed.	4	3	1	1	-	1	-	-	-	-	4.8	4.4		
B.A. w/o M.Ed.	2	2	-	-	-	-	-	-	-	-	5.0	5.0		
B.Ed. w/o M.Ed.	1	1	2	1	-	-	-	-	-	-	4.0	3.8	2	2
										Total-	13.8	13.2		

Chi Square Value: IS=7.2259; PS=7.10574 df= 10; α .05 These are not significant. w=with; w/o=with no.

APPENDIX F

TOTAL FREQUENCY, RANK DISTRIBUTION OF LECTURERS' SELF-PERCEPTION OF THEIR INSTRUCTIONAL SKILL AND PERSONAL-SOCIAL QUALIFICATIONS ACCORDING TO NATIONALITY

CHOICES	FREQUENCY 5		4		3		2		1		Ave.Wt.		RANK	
NATIONALITY	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS	IS	PS
Nigerian	37	36	12	7	3	9	-	-	-	-	4.7	4.5	2	2
Expatriate	10	11	2	1	-	-	-	-	-	-	4.8	4.9	1	1
										Total-	9.4	9.4		

Chi Square Value: 0.0048497 df = 4 α = .05
Not significant.

IS = Instructional Skill

PS = Personal-Social Qualifications