



Benchmark Journals

• Journals Publications • Research Consultancy

Department of Industrial Technology Education
University of Uyo

Volume 22 Issue 3 July/September 2022

ISSN: Oline:2489-0170

Print: 2489-4162

INTERNATIONAL JOURNAL EDUCATIONAL BENCHMARK (IJE^B)

(Peer Reviewed Journal)
www.benchmarkjournals.com

Impact Factor (ISI) - 2016:0.861
www.isidexing.com



Chief Editorial Officer
Prof. Godwin A. Akpan



*Nigeria *Ghana *South Africa *Kenya *Canada *India *UK *USA

Teacher Evaluation: The Bedrock for Educational Development in Government Owned Schools in Uyo Metropolis, Akwa Ibom State

¹ Joy Dianabasi Eduwem; ² Silvia Victor Ovat; ³ Nduesoh, Idorenyin Ndarake

⁴Roseline Ekim Dick;

^{1,3,4} Department of Educational Foundations,
Guidance and Counselling, University of Uyo.

² Department of Educational Foundations,
University of Calabar

Abstract

This study sought to find out how Teacher evaluation could lead to educational development of Government schools in Akwa Ibom State. Teacher evaluation is the standardized process of rating and assessing the teaching effectiveness of educators. This is because processes involved in teacher performance evaluations aim to help promote a better learning experience for students and also foster professional growth for educators. The study appraised the need for teacher evaluation, approaches adopted in evaluating teachers, and the place of teacher evaluation in fostering educational development. The study further examined how teacher evaluation contributes to educational growth within the state and the overall nation building. In the process, the study highlighted the constraints facing the funding of teacher evaluation practices. The paper concluded that a well implemented teacher evaluation could strengthen the teacher workforce, improve academic outcomes, increase professionalism in the teaching practice and these in turn contributes significantly to a sustainable educational growth and development of Akwa Ibom State.

Keywords: Education, Evaluation, development, Teacher, Quality

Introduction

Education in broad perspective improves the capabilities of individuals, capacity of institutions and becomes a catalyst for the closely interrelated economic, social and political change, considered as national development. This means, Education is fundamental to development and growth. For instance, for growth to be fully realized in the health sectors, there must be innovations in agricultural and efficient public administration including private sector growth, since growth in any sector is a product of diverse resources from other sectors. For instance, most medicines are derived from plants or animals by products. Hence, there is no better tool for achievement except through education.

According to Amundsen and Wilson, (2012), Educational development refers to actions aimed at enhancing teaching. It is a practice of helping those who teach to be better at what they do, through resources, workshops, one-on-one assistance, and teacher evaluation practices. It enhances the design and development of high quality student learning experiences.

Therefore, educational development is a growing and vibrant field and a key level for ensuring institutional quality and for supporting institutional change. To this end, it behooves that every educational system should constantly undergo development. On the contrary, it seems Government attitude towards education and its development especially in Nigeria has been negative.

As a matter of fact, the state of schools towards quality teaching service delivery most recently has been ineffective and very worrisome. For instance, Nigerian government schools are in deplorable conditions at both the State and Federal levels. Also, interactions with teachers in most state owned schools have revealed that teachers in most state owned schools are not encouraged to go for training programs that could enhance their teaching skills and classroom managements added to the fact that they are constantly being owed their remunerations and entitlements for months giving rise to an indifference in their attitudes towards teaching efficiency. This situation amounts to non-realization of educational goals.

However, despite all these challenges, the effectiveness and efficiency of educational institutions should be held abreast if the system is to be made meaningful. Its effectiveness and efficiency, depend largely on the quality of teachers in the system as earlier mentioned. No wonder Saavedra (2021), attested that the quality of teachers is of paramount importance to educational and national development in shaping the future of millions of students and the society every day. The teacher is ultimately accountable for translating educational policies and principles into actions based on practice during interactions with the students. It is on this premise that the prominence of a teacher in the society at large cannot be over-emphasized as the prospect of every individual and the nation as a whole lie in the hands of the teacher.

Previous researches such as that of Adeleke and Manuel (2019) and many others, opined that quality teachers are critical determinant of every modern educational system; hence the effective implementation of educational policies and programs are hinged on the adequacy of quality teachers. Thus, the growth and development of a nation depends largely on quality teacher education and teaching force. As such, the quality of teachers in our educational institutions cannot be over emphasized as they are considered a critical input in quality education delivery for the state and national development. This makes it imperative for teacher evaluation to be integrated with the educational development plan of Akwa Ibom State and Nigeria in general. As such, the need for teacher's proficiency in the teaching profession will undoubtedly aid in the production of quality human capital that is capable of contributing to the social, educational and economic development of the State.

Teacher evaluation systems are associated with teacher quality, accountability, performance observations and support. These systems are typically comprised of multiple measures including observations of teaching and data showing students' performance which reflects teachers' impact. As such, effective teacher evaluation is recognized on a key component of successful educational systems. According to (Danielson, 2010). Teacher

evaluation is conducted to ensure teacher quality and to promote professional learning and with the goal of improving future performance. A well-designed evaluation might fill the knowledge gap in several ways. First, teachers could gain information through the formal scoring and feedback routines of an evaluation program and work on improving their teaching practice. Secondly, evaluation could encourage teachers to be generally more self-reflective, regardless of the evaluative criteria. Thirdly, the evaluation process could create more opportunities for interactions with other teachers and administrators about effective practices.

Sawchuk (2015) defines teacher evaluation as the formal process used to review teacher's performance and effectiveness in the classroom. An approach to teacher evaluation is the practice-based assessment which relies on multiple, highly structured classroom observations conducted by experienced peer teachers and school administrators, sometimes with the help of rubrics or checklists. While evaluating the teacher, aspects such as students' performance in terms of class work, records maintained by the teacher, daily or weekly lesson plans etc are often considered. Teacher evaluation is one of the most vital elements for a thorough career development of a teacher and maintains the desired quality of education.

The results of teacher evaluation may be used to give teachers feedback and to make decisions regarding professional development or coaching support that teachers receive (Sayavedra, 2014). Furthermore, the results of teacher evaluation produce some change in teachers practice that can impact students' outcomes during and after the evaluation (Taylor & Tyler, 2012a, 2012b). If properly conducted, availability of teachers' performance data linked to students' achievement will improve the accuracy and timeliness of state and national decisions regarding policies, process and program improvements. Moody (2018), also agitated that a meaningful evaluation system does not only benefits teachers to reflect upon and improve their practice but also ensure that all students leave the school with knowledge and skills they need to live the lives they deserve. However, it is worrisome as to what extent teacher evaluation contribute to the educational growth and development of Akwa Ibom State? This spurred the present work.

In recent times there has been the need in the part of Government to reform the educational system. Observations are that Government policies and programmes regarding education has not been adequately implemented upon, resulting in the continuous recruitment and adoption of grossly ill-motivated and frustrated persons into our classrooms, who only adopt teaching as a last resort out of frustration while those who actually trained as teachers are not given the opportunity. The educational system appears to be flooded with half-baked teachers, who are untrained and unfit for the job, and who are physically and psychologically unprepared for the teaching profession. Worse still the trained teachers are not properly equipped nor given opportunity for continuous self-development and acquisition of basic skills and competencies which they would in turn impact into the students.

From all indications therefore, there seems to be a neglect in the aspect of teacher evaluation in our educational institutions which has resulted in persistent poor academic outcomes of students at various levels thereby slowing down the pace of development within the state. Hence this study is concerned with examining the contributions of teacher evaluation to sustainable educational growth and development in Akwa Ibom State.

Contributions of Teacher Evaluation to the Educational Growth and National Development

Quality education, according to (UNESCO, 2012) holds the key to productivity and functional society. Therefore, investing in quality teachers' education through evaluative processes is crucial for achieving sustainable development, poverty eradication, equity and inclusiveness. As stated in the National Policy of Education that "Teachers education will continue to be given a major emphasis in all educational planning because no educational system can be above the quality of its teachers". The policy document continued that there is need for all in the nation's education sector to be exposed to professional training and development [Federal Republic of Nigeria (FRN, 2004)]. Section 5B, number 92(a) of the national policy on Education states that "in recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized in educational planning and development". Therefore, for these goals to be realized, there is need for effective teacher education which also incorporates their evaluation as a pre-requisite for quality manpower development and qualitative educational system.

The role of teacher evaluation in the development of the nation cannot be overemphasized considering their contributions to nation building by advancement of knowledge and skills acquired through feedbacks from evaluative processes and other professional development programmes. This means that without teachers being properly evaluated, by agencies such as the inspectorate division of the Ministry of Education, heads of schools and professional experts, they will continue to lack in quality and any educational system lacking in quality teachers cannot produce quality graduates that will be productive towards national development. Eya & Leonard (2012) revealed that some instructional supervisors lack knowledge and competencies to carry out the exercise. Some instructional supervisors are appointed based on their level of involvement in the government of the day and not as a result of the skills they possessed. Hence, to achieve a functional society through the role of teacher education, there is a need for effective supervision of teachers' education. One aspect of supervision in schools as a practice involves teacher evaluation while teaching is ongoing which is an established way to gather information about how teachers are performing in the classroom. This practice is incorporated into the expectations and day-to-day work of school administrators.

Another consideration of role of teacher evaluation is that of the nation's development, as teachers education are major instrument for achieving educational goals and national

development. It is believed that no nation can rise above the standard of its educational system (National Policy on Education, 2004). The role of teacher evaluation to national development stems from the fact that teachers are recognized for holding the key to the survival of any nation and as such, occupy a very strategic and dominant position in the educational system. They also occupy a central position in our national development. For instance, Ogunyinka, Okeke and Adedonyi (2015) saw teachers' contribution to development in the training up of their work force, and preparing citizens for peaceful co-existence. Also, Vedika (2016) asserted that the teachers' roles include ensuring the implementation of educational policies, helping in communal and societal development and guiding learners to discover their talents. As such, the teacher quality should be continually improved upon and reformed with a view to achieving good results for the educational system through professional preparation of persons for the assignment of teaching and nation building (Ikedingwu, 2005).

The man power produced by the reformed educational system through regular teacher evaluation, services all sectors of the national development such as production of good and efficient health services, improved agricultural products, and mechanized techniques in agriculture, better communication systems and improved standard of living among others. Therefore, in these wise, the educational system contributes to the national development in no small measure.

Constraints of Funding Teacher Evaluation Practices

The inability of education funding organizations or agencies who primarily are the Federal and State Government to intervene pragmatically with funding good evaluation initiatives has posed serious problems in our educational institutions over the years. As such, there is need for all those involved in educational quality related decision making to take proactive actions needed to enhance effective evaluative practice in our institutions of learning if we are to save the educational sector. Some of these proactive actions should include: functional ICT units for teachers training and evaluation, collaborative teaching supervision and regular upgrading of teaching facilities among others.

Kpolovia & Obilor (2013) had stated that the Nigerian government does not provide enough resources to finance education in general and higher education in particular. For instance, for the past 10years, the educational sector budget in Nigeria falls below the UNESCO standard of 15-20% as given by the Federal Ministry of Education report (2020). Also according to Premium times online source, education budget for year 2021 was the lowest in 10 years as out of ₦13.08 trillion budgeted for year 2021, only ₦742.5 billion or 5.68% of the total was allocated to education as against the estimated 6.7% in the face of 50% increase promised by federal government to education budget. Also the allocation to education in the 2022 budget was only 5.4 % of the total budget which is even lower than the previous year's budget. When measured as a percentage of the total spending plan, this falls short of the United Nations Educational Scientific and Cultural Organization (UNESCO) benchmark of 15-20%

of the annual budget which the Federal government should be committed to achieving. Also, according to an online THISDAY newspaper source, the United Nations Children's Emergency Fund (UNICEF), also argued that Nigeria's education fund should have been ₦1.14 trillion. An equivalent of 8.4% of the country's total budget and not 5.4%. Therefore, the Federal and State government should as a matter of priority increase the funding of educational institutions such that it will invariably enable the educational administrators to provide more pedagogical enhancements, training and facilities.

According to Ahmed and Adepoju (2013), the development of education in any given society is either hampered or boosted by a variety of factors, some of these factors responsible for the retarded pace of educational development in Nigeria include; poor funding, brain drain among teachers, poor infrastructures unstable curriculum and subject, unstable staff and politicization of education. Furthermore, the problem of Secondary Schools education funding in Nigeria has to do with lack of commitment on the part of government to provide quality education to its citizens.

Sustaining Skilled Evaluators for Educational Growth and Development

For the purpose of sustaining skilled evaluators to enhance educational growth and development there is need for allocation of enough funds for various educational institutions to monitor and ensure that regular and timely supervision of teaching is carried out. Efficiency in evaluation procedures also demands that committees be inaugurated to organize these regular monitoring and supervision of teacher evaluation, ensuring that these duties are carried out regularly and at stipulated time frames. Furthermore, skilled educators who are to do the teacher evaluation must be properly motivated to enhance efficiency in the entire process.

Sustaining skilled evaluators for national development therefore requires Government at all levels, whether federal, state or local government contributing their respective quotas towards maintaining competent evaluators if they are interested in the development and progress of the educational system. This is important as these professionals are charged with the responsibility of training and educating the trainers. This will in turn ensure a speedy achievement of sustainable national development. Unfortunately, in most institutions, lack of qualified teachers to man the increasing number of students in our educational institutions together with poor and inadequate funding are factors that continually bedevil the educational sectors. For instance, according to Yusuf M.A. & Adigun, J. T. (2010), the Minister of Education as at year 2010, Prof Rugayyatu Ahmed Rufai expressed dismay over the poor performance of students. According to the Minister, there is a link between students' poor performance in school and the inefficiency of teachers and school managers. In view of the fact that national development must be en route for change in all areas of our culture which includes the economy, education, technology and environmental growth, it is therefore necessary that the physical and mental abilities of the citizen are well positioned to achieve beneficial change which would be made possible when teachers are properly and regularly

evaluated to enhance full commitment and realization of expected educational and national development goals.

Conclusion

Teacher evaluation is a necessary component for a successful school system, and successful nation building as no nation can rise above the quality of its teachers. Also, researchers support the fact that good teachers create a substantial economic value. Therefore, a well implemented teacher evaluation system can strengthen the teacher workforce, improve academic outcomes of students and increases professionalism in the art of teaching. This in turn contributes to a sustainable educational growth of the state and a robust nation as a whole.

Suggestions

1. Government of Akwa Ibom State should set out modalities of enhancing regular teacher evaluation practices in all institutions of learning especially through allocation of funds to the educational sector which are specifically meant for teacher evaluation practices.
2. Educators in various levels of institutions should be properly motivated to ensure regular and thorough evaluative exercises are being carried out.
3. All stakeholders involved in teacher evaluation processes should work together in like mind in order to achieve a common goal of producing quality teachers.
4. Government should provide all necessary materials to enable evaluators and supervisors carry out their job effectively.
5. Regular teacher development programmes, improved welfare and motivational packages should be implemented to enhance teacher job efficiency.
6. For quality teacher evaluation to be realized, all administrators of educational system should be exposed to refresher courses, workshops and professional training courses to get them in tune with the system.

References

- Adeleke, O. P. & Manuel, M. (2019). Teacher quality: A tool for sustainable human and national capital development in Nigeria. *Unilag Journal of Curriculum and Instruction*, 1(1), 230-239.
- Ahmed, S & Adepoju, O.A. (2013). Meeting the challenges of funding university education in Nigeria. In P.K. Ojedele, M.O. Arikewuyo & A.C. Njoku (Eds.). *Challenges of educational development in Nigeria*. Pp. 708-724.
- Amundsen, C., & Wilson, M. (2012). Are we asking the right questions? A conceptual review of the educational development literature in higher education. *Review of Educational Research*, 82(1), 90-126.

- Danielson, C. (2010). Evaluations that help teachers learn. *Educational leadership*, 68(4), 35 – 39.
- Eya, P. E. & Leonard, C.C. (2012). Effective supervision of instruction in Nigerian secondary schools: Issues in quality assurance. *Journal of Qualitative Education*, 8(1).
- Federal Republic of Nigeria (2004). *National Policy on Education (4th ed.)*. Lagos: NERDC Press.
- Ikedingwu, N. P. (2005). Who is a real teacher? Enugu: Geradick concept printing and publishing.
- Kpolovie, P.J., & Obilor, I.E. (2013). Adequacy-inadequacy: education funding in Nigeria. *Universal journal of Education and General studies* 2, 239-254.
- Moody, M. (2018), 5 ways to improve teachers' evaluation systems. Edutopia.org/article/5-ways.
- National Policy on Education 4th Edition (2004). *National Education Resource and Development Council Press, Lagos, Federal Republic of Nigeria*.
- Ogunyinka, E. K., Okeke, T. I., and Adedoyin, R. C. (2015). Teacher Education and Development in Nigeria: An analysis of reforms, challenges and prospects. *Education Journal*, 4(3), 111 – 122.
- Sawchuk, S. (2015). Teacher Evaluation: An issue overview. *Education Week*.
- Sayavedra, M. (2014). Teacher evaluation *ORTESOL Journal*, 31, 1 – 9.
- Taylor, E. S., & Tyler, J. H. (2012a). Can teacher evaluation improve teaching? Evidence of Systematic Growth in the Effectiveness of Midcareer Teachers. *Education Next* 12(4). Retrieved from <http://educationnext.org/canteacher-evaluation-improve-teaching>
- Saavedra, J. (2021). Realizing the promise of effective teachers for every child-global platform for successful teachers. *Journal of education for development*. blogs.worldbank.org/education.
- Taylor, E. S., & Tyler, J. H. (2012b). The Effect of Evaluation on Teaching Performance. *American Economic Review*, 102(7), 3628 – 3651.
- UNESCO (2012). Shaping the Education of Tomorrow: 2012 Full – Length Report on the UN Decade of Education for Sustainable Development. <http://unesdoc.unesco.org/images/0021/002166/216606C.pdf>
- Vedika, I. (2016). Teachers education and their role in national development. *Journal of Education and Applied Research*, 6(1), 147 – 149.
- Yusuf, M.A. & Adigun, J.T. (2010). The influence of school, sex, location and type on students' academic performance. *International Journal of Education Science* 2(2). 81-85.

