
EMERGENCE OF QUALITATIVE TEACHING AND FUNCTIONAL UNIVERSITY EDUCATION IN RIVERS STATE

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Abstract

The study investigated emergence of qualitative teaching and functional University education in Rivers State. Two research questions and two hypotheses guided the study. This study adopted correlation design. The population for the study was two thousand, five hundred and four (2504) Teaching staff in the three Public Universities in Rivers State, Nigeria. The sample size was 376 Teaching staff using proportionate sampling technique was used for the study. The instruments used for data collection were Emergence of Qualitative Teaching Questionnaire (EQTQ) and Functional University Education Scale (FUES). The reliability of the instruments stood at 0.86 and 0.83 for Emergence of Qualitative Teaching and Functional University Education using Cronbach Method. Research questions were answered using simple regression while hypotheses were tested using t-test associated with simple regression at 0.05 level of significance. The findings among others revealed that learning outcome predicted functional University education by 58% while learning outcomes significantly predicted functional university education in Rivers State. It was recommended among others that school Administrators should review qualitative teaching to ensure functional university education.

Keyword: Quality teaching, Functional University, Learning outcome

Introduction

The widespread recognition that quality education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high quality education more important than ever before. Quality education can be described as the totality of the features and characteristics of educational inputs

***Emergence of Qualitative Teaching and Functional University Education in Rivers State -
Dr. Osaruchi Victoria Sam-Kalagbor and Dr. Ogunne T. Amie-Ogan,***

(teaching experience) with intentions to satisfy the yearning of the society by evaluating the out puts (learning outcome) among its members through general development (Heynemen & White, 2016). There is a relationship between education and the larger society. This implies a transformation of education as well as a new definition of education. If we accept the view that society is changing then it means that there is also a change, which had occurred, in educational system in line with the learning needs of the society. Although, there is linear succession of today's education with the society but in order to facilitate this change, it is required that education system revisits its relations with society, taking its need seriously and gives its demands the highest priority in the 21st century.

Functional University Education

Functional university education provides new experiences for the development of more conscious society through increasing interested in deciding about environmental growth. Today Functional university education is defined as many-sided effort including revalorization, restoration, reconstruction, modernization, and actions aimed at revival of a building, district or a town devastated in various aspects, also economic and social (Pawłowska & Swaryczewska, 2012). Functional university education determine the factors that can bring about development in society, local and state authorities, and other institutions through employability which will shape the developmental processes of a given area (Skalski, 2016).

However each definition stresses the special importance of social participation (also as a distinctive element of Functional university education and not of other forms of activity related to conservation) as an indispensable tool to carrying out the process (which is often decisive of its final success). Functional university education is a multi – dimensional concept which should embrace all functions and activities: Teaching and academic programmes, research and scholarship, staffing, students building, facilities, equipment, service to the community and academic environment. Functional university education system means the extent to which educational system achieved its set goals. This implies that the products of the educational system are able to solve the environmental and social needs of that state or nation (Nwankwo, 2013).

Element of Quality Teaching

Improving teaching relevance means adapting the assessment of students accordingly. The initiatives set out by the institutions reflect their efforts to refine student assessment, provide greater support to redefine programme contents (OECD, 2018). The quality teaching policies dedicated to quality teaching embrace the students' assessment and improvement. Most of the initiatives taken in academic affairs consist of adapting programmes to more content curricula, in promoting collaborative work by students and new pedagogical tools such as IT-based teaching. These trends are shaking the traditional ways of assessing students' progress. According to OECD, (2018) elements of quality teaching are:

- Ensuring that the school policy on quality teaching is understood and implemented properly the teachers.
- Dissemination of quality culture in the whole school and facilitate collaborative work as well as information fluidity.
- Reconsidering teacher reflection role in addition to technical.
- Combining extracurricular activities with the definition of practices.
- Experiment to develop new measurement and evaluation methods to ensure effectiveness.
- Being receptive and enhance communication tools to gather students suggestions and respond accordingly
- Keeping an open-oriented approach towards external input and good practices
- Using associations and students group to bring new ideas and influence the educational policy on quality teaching
- Collaborating with teachers and leaders in the definition of the initiative and of the quality teaching concept, keeping the interaction alive and raising concerns about teaching, learning environment, quality of content and student attitudes and
- Considering the possible consequences in a teacher's career progression.

Much of the success of quality teaching support depends on its acceptance by teachers and the type of the instruments at teacher's disposal. Quality teaching initiative provides an occasion for teachers to think about their own role in the enhancement of quality that help them to teach better (Johnson, 2017). However, students are primarily beneficiaries of quality teaching and becoming a force promoting quality teaching with some special bodies dedicated to the implementation and monitoring of quality teaching policies, supporting, explaining and advocating for quality education in general.

Learning Outcomes

In spite of the expansion of the learning outcomes, school still find it difficult to demonstrate the direct of the support provided for learning. The prevailing assumption is that teaching processes are likely to improve teacher's instructional skills but without any guarantee that this can directly affect learning outcome (Kaneko, 2018). The transformational learning process that students undergo depends on theoretical, behavioral knowledge and practices gained from the teaching. However, this assumption is challenged by other arguments.

First, prior basic academic and subject abilities can be considered as input factors that regulate learning outcomes. Second, teaching is one among other process factors that improve the way that students learn. The big question is which of these factors has the greatest impact on learning outcome? Kaneko (2018) regrets the lack of process monitoring that could somehow enlighten the comprehension of teaching and other process factors in terms of learning outcomes. Last, there is a prevailing assumption that generic skills are of the utmost importance for a student to be hireable,

*Emergence of Qualitative Teaching and Functional University Education in Rivers State -
Dr. Osaruchi Victoria Sam-Kalagbor and Dr. Ogunne T. Amie-Ogan,*

while solely content-based competences would not be sufficient. The schools have explored how to appraise learning outcome but they are often tempted to set apart their reflection on teaching, from the assessment of outcomes. Students are connected with higher institution, job markets and life outside the schools. This will be accountable by evaluation system set up by the school authority. A set of evaluation tools will primarily reflect teaching performance while alternative and more qualitative methods will try to reflect the learning gained and its adequacy for economic and social inclusion.

As viewed above, some schools forsake customization and voluntary-based quality teaching and focusing on air support of learning. In this case, quality-teaching support first has to examine what the students should gain and what kind of course can provide them with expected skills. At a second stage, the teacher might be adapted to assist the students in achieving the educational objectives (Lawrence & Tate, 2017). The school authority, with teacher co-operation examines the kind of support that would be relevant for effective teaching, i.e. to ensure that the teachers are sufficiently skilled and can benefit from appropriate support in order to perform well. Teaching is a basic value for the whole community. A give-and-take approach is embraced by the school, which requires teachers' additional skills in their discipline proficiency and in return offers proper support to the school system.

Statement of the Problem

Educational sector serves as the supplier of manpower need to the industries. If our industries must function optimally, it requires functional university which will further improve or bring about growth and quality in our society. Over the years, there have been downward movement in our economy and since education sector provides man power to the industries, it could be further assumed that the learning outcomes in the schools are poor, or that there is inadequate quality provision (Funding) for the acquisition of necessary development materials for students development. It could be said that student are not well supervised to bring the best out of them for effective work in our industries, the teachers could be out-dated and requires upgrading to function better using latest e-technology facilities with other professional development programmes. Hence, the research is bothered on how emergence of qualitative teaching could prove functional University education in Rivers State.

Purpose of the Study

The purpose of the study investigated emergence of qualitative teaching and functional University education in Rivers State. The specific objectives were to:

1. examine the extent elements of quality teaching predict functional University education in Rivers State
2. investigate the extent learning outcomes predict functional University education in Rivers State

Research Questions

The following research questions were answered in the study.

1. To what extent do elements of quality teaching predict functional University education in Rivers State
2. To what extent do learning outcomes predict functional University education in Rivers State

Hypotheses

The following hypotheses are tested at 0.05 level of significance

1. Elements of quality teaching do not significantly predict functional University education in Rivers State
2. Learning outcomes do not significantly predict functional University education in Rivers State

Methodology

This study adopted correlation design. The population for the study was two thousand, five hundred and four (2504) Teaching staff in the three Public Universities in Rivers State, Nigeria. The sample size was 376 Teaching staff using proportionate sampling technique was used for the study. The instruments used for data collection were Emergence of Qualitative Teaching Questionnaire (EQTQ) and Functional University Education Scale (FUES) and were responded on five point likert scale of Very High Extent (VHE) 5 points, High Extent (HE) 4 points, Moderate Extent (ME) 3 points, Low Extent (LE) 2 point and Very Low Extent (VLE) 1 point respectively. The reliability of the instruments stood at 0.86 and 0.83 for Emergence of Qualitative Teaching and Functional University Education, Elements of quality teaching is 0.81 and learning outcomes is 0.80 using Cronbach Method. Research questions were answered using simple regression while hypotheses were tested using t-test associated with simple regression at 0.05 level of significance.

Results

Research Question 1: To what extent do elements of quality teaching predict functional University education in Rivers State?

Table: 1: Simple regression analysis on the extent elements of quality teaching predict functional University education in Rivers State

Model	R	R Square	Adjusted R Square	Remarks
1	.391 ^a	.420	.154	42.0% contribution

Table 1 revealed that the regression coefficient R was calculated to be .391 while the regression squared value was computed to be .420. This shows that there is a high prediction between elements of quality teaching and functional University

Emergence of Qualitative Teaching and Functional University Education in Rivers State - Dr. Osaruchi Victoria Sam-Kalagbor and Dr. Ogunne T. Amie-Ogan,

education in Rivers State. Judging by the coefficient of determinism, it shows that elements of quality teaching predicted functional University education by 42.0% while the remaining 58.0% was accounted by other variables.

Research Question 2: To what extent do learning outcomes predict functional University education in Rivers State?

Table 2: Simple regression analysis on the extent learning outcomes predict functional University education in Rivers State

Model	R	R Square	Adjusted R Square	Remark
1	.318 ^a	.580	.082	58.0% contribution

Table 2 revealed that the regression coefficient R was calculated to be .318 while the regression squared value was computed to be .580. This shows that there is a high prediction between learning outcomes and functional University education in Rivers State. Judging by the coefficient of determinism, it shows that learning outcomes predicted functional University education by 58.0% while the remaining 42.0% was accounted by other variables.

Hypothesis 1: Elements of quality teaching do not significantly predict functional University education in Rivers.

Table 3: t-test associated with simple regression on extent elements of quality teaching predict functional University education in Rivers

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.262	.231		131.213	.000
	Elements of quality teaching	.318	.007	.391	2.21	.014

Table 3 revealed that elements of quality teaching predicted functional University education by .391. The t-test value 2.21 associated with simple regression was statistically significant at .05 when subjected to 0.05 alpha level of significance. By implication, there is a significant prediction between elements of quality teaching and functional University education in Rivers State.

Hypothesis 2: Learning outcomes does not significantly predict functional University education in Rivers State.

Table 4: t-test associated with simple regression on the extent learning outcomes predicts functional University education in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.214	1.422		17.312	.000
Learning outcomes	.303	.037	.318	1.22	.000

Table 4 revealed that learning outcomes predicted functional University education by .318. The t-test value of 1.22 associated with simple regression was statistically significant when subjected to 0.05 alpha level of significance. By implication, there is a significant prediction between learning outcomes and functional University education in Rivers State.

Summary of Findings

The findings of this study are summarized as shown below:

1. Elements of quality teaching predicted functional University education by 42.0% while the remaining 58.0% was accounted by other variables.
2. Learning outcomes predicted functional University education by 58.0% while the remaining 42.0% was accounted by other variables.
3. Elements of quality teaching significantly predicted functional University education in Rivers State.
4. Learning outcomes significantly predicted functional University education in Rivers State.

Elements of quality teaching and functional University education

The finding of table 1 shows that there is a high prediction between elements of quality teaching and functional University education in Rivers State. These elements of quality teaching predicted functional University education by 42.0%. This finding is in agreement with UN (2016) who emphasizes the need for quality sustainability in all development options, this might look like broad terms for debate. Some possibilities are however, outlined by Lawrence and Tate (2017) as quality teaching involves building on capability and livelihood approaches to development. From these perspectives, elements of quality teaching emerge in the context of the obligation to establish and sustain the conditions for each and every individual irrespective of gender, ethnicity, race, or regional location, to achieve valued outcomes.

A suggested aim for quality education is given as building human capacity not only for employability, but for broader lifelong learning as well as for adaptive and coping livelihood strategies in a fast moving and complicated world (Gideon, 2018). Therefore, elements of quality teaching significantly predicted functional University education in Rivers State

Learning outcomes and functional University education

Learning outcomes predicted functional University education by 58.0%. UNESCO (2016) is in agreement with the finding as presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. Arong and Ogbadu (2010) believed that learning outcomes are provided by an education system that emphasizes the importance of focusing on five important elements including: quality learners, quality learning, total environment, quality content, quality processes, and quality outcomes. An all-inclusive term in which learners as well as environments for education are healthy, content is relevant, teaching is student-centered, and outcomes are all encompassing bringing about all that is good from the student's educational experience (Akpan & Ita, 2015).

Quality secondary education is an education that is well designed to provide the recipient with an all-round development of skills and potential to achieve success in their future endeavors in a society. It is the type of educational output that meets the demands of the customers (the learners, teachers, parents, community, and the industrial sector). It refers to the type of education which enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. It is an education in which its curriculum is of great quality and designed to impact relevant skills, knowledge enabling students to gain academic competencies for socio-economic survival. Therefore, learning outcomes significantly predicted functional University education in Rivers State.

Conclusion

The study has shown that there is linear succession in today's education with the society but in order to facilitate this change, it is required that educational system to revisit its relations with society, taking its need seriously and gives its demands the highest priority. However, elements of quality teaching predicted functional University education by 42.0% while learning outcomes predicted functional University education by 58.0%. Elements of quality teaching significantly predicted functional University education and learning outcomes significantly predicted functional University education in Rivers State.

Recommendations

1. School Administrators should review activities surrounding qualitative teaching to ensure functional university education.
2. Government should create conducive environment that will encourage students to strive positively for better learning outcomes in universities.

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*Emergence of Qualitative Teaching and Functional University Education in Rivers State -
Dr. Osaruchi Victoria Sam-Kalagbor and Dr. Ogunne T. Amie-Ogan,*

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