

Quality Assurance in Classroom Delivery and Management.

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Abstract

Formal education entails inculcating knowledge, skills, societal norms and values to the learners which are intended to lead to positive perpetual behaviour modification of the recipients. This kind of education cannot take place in a vacuity, it is carried out in a school setting which has many buildings, and one of such is the classroom. Classroom is the fulcrum of the school. This is because; it is in the classroom that actual teaching and learning take place. It is where the content of the school curriculum is imbued with the students' under the guidance of the teacher. It is for this singular reason that classroom should be prioritized among other structures that make up the school by making it furnished, comfy and roomy hence vivacious, under the management of the teacher, whose activities must from time to time be monitored to ensure that there is no deviation from the stipulated guide lines, if it must achieve what it is set out to accomplish. Quality and functional education no doubt promotes national growth and development. Consequently, the paper focused on the concept of quality assurance, classroom furniture, class size, quality teacher, access to recommended text books as well as classroom management that would foster sound education that is capable of producing intellectual properties that could be rated anywhere in the world.

Keywords: Quality assurance, educational delivery, classroom, management and adequate resources.

Introduction

Nigerian educational system has witnessed series of educational reforms all in an attempt to get the appropriate one that corresponds with philosophy and the man-power needs of the nation. In recent times, education is geared towards matching requirements for development of skills, potential abilities and manual dexterities needed to tackle the menace of mass unemployment that bedevilled the Nigerian nation. This all-important educational goal has been eluding our great country Nigeria due to the falling standard of education over the years, too much emphasis on paper qualification coupled with non-compliance of the educational service unit set aside for ensuring proper execution of the policy statement on education and finally, lack of provision of adequate resources required to bring out the best result. This has led to the school graduates coming out half-baked and therefore non-productive which has to a great extent crippled the nation's economy. Some other people who obtained certificates through dubious means void of hard work and merit cannot also contribute meaningfully to the national development. Subsequently, social vices abound like bribery and corruption, armed robbery, cultism, kidnapping, human trafficking and all of that. In the light of the above, there is urgent need to seek, pursue, and actualize the educational objectives as marshalled out in the national policy on education through provision of standard classroom and efficient classroom control, this is because the nation needs qualitative and vibrant education to grow and progress, this calls for quality assurance in classroom delivery and management.

The classroom is the place where the curriculum content of the educational setting is being instilled to the beneficiaries by the teacher. This implies that the classroom atmosphere must be enticing and comfortable if it must guarantee eminence and purposeful educational delivery process. This is to ensure that the graduates will be saleable in the labour market in addition to being job creators. In like manner, Wikipedia (2019) remarked that "a classroom is a place of learning seen in all levels of educational institutions". To ensure that the classroom is evocative as to be fruitful and the teacher proficient in her pedagogic services, there is need for monitoring of the activities the teacher and student engage in, to achieve the educational goals considering that the process of pedagogy begins from the classroom. The Federal government in her national policy on education is aware of the importance of quality assurance in education and therefore, stipulated the requirements and quality assurance needed to establish and follow-up each educational level to ensure that comprehensive education is accomplished. It is ostensive that meaningful teaching and learning can only be attainable in a well-furnished and alluring classroom atmosphere void of obstacles that could hamper effective and efficient classroom performances which in turn inspires class turnout, vigorous involvement and enrolment rate. It is truism that poorly equipped, devastated and ill-managed classroom will continue to act as a canker worm in the face of well-designed and prolific education.

Quality Assurance.

Quality has to do with the worth, value of something. It is used to judge the standard of an item. It has quality when it is of high standard or superior but lacks quality if it is inferior or substandard. Normally, people go for quality thing for the reason that it has value and could stand the test of time. One of the features of quality product is that it is expensive apart from durability and so on. This explains why people still patronize poor quality product knowing fully well that it does not last and of no value. On the other hand, quality assurance is a process of certifying that the output delivered is up to the desired expectations, in order words, there must be existing guide lines of what to expect and confirming that what is produced is exactly what is specified initially, without deviation.

To give credence to the above assertion, Techno (2019), opined that quality assurance has to do with intensive exertion anticipated to certify that an establishment gives the best products to the consumers. Similarly, Guru (2019) reaffirmed that quality assurance aims at improving the procedures to deliver quality products to the clients. The scholar stated that quality assurance has a cyclic namely; Plan, Do, Check and Act which is also called “Deming Cycle”. Following this analogy, quality assurance has to engage in;

- Plan----planning and outlining methods, set intents all in an effort to ensure superior output.
- Do----involves formulating and evaluating the prevailing processes and make vicissitudes where necessary provided that the best product is delivered to the shoppers at the long run.
- Check----this is about inspecting the procedures, altering and cross-matching it with the set goals to confirm that the end product is qualitative.
- Act---this is a way of executing the premeditated procedures deemed necessary to bring out the best product.

Figure 1 portraying the deeming cycle



Adopted from Gulu 2019, <http://www.gulu99>

In view of the above proclamations, it stands to reason that quality assurance in classroom delivery and management has to suit pre-determined specifications. In line with to the scholar's perspective, anything short of the specified regulations is deemed substandard and under this circumstance, quality output is not guaranteed. This is why it is mandatory that agents responsible for quality assurance should ensure intermittent monitoring of schools to certify that the criteria for establishing schools are not only met but also maintained in the educational system for functional and quality education. In essence, F.G.N. (2014) rightly emphasized that quality assurance agents be set up by the ministry of education in various states to ensure that educational policy and its accompanying facilities are sufficiently provided and maintained through monitoring of schools from time to time. This monitoring exercise has suffered some set-backs due to lack of fund to move about coupled with poor road network and sometimes lack of personnel. Some of the agents resorted to collecting money to approve schools without standard classrooms, quality teachers etc. thereby encumbering the educational delivery process.

It is in this regard that, Abdulkarim, Makhtar & Salisu (2018) citing Adegbe, (2011) and Ochuba, (2009) detected with dismay that over the past few decades in Nigeria, the quality assurance system and predominantly the inspection system in municipal schools has waned. The scholars attributed this deficiency to lack of adequate commitment from government, dwindling work-force and non-existence of capacity building. Accordingly, this deficiency in educational system, many schools lack adequate and conducive classroom environment, children therefore suffer a lot of learning difficulties which is counter-productive. In line with the above view, Okorie and Uche (2004) while explaining quality in teaching and learning citing Okorie (2002), were of the opinion that for one to make excellent achievement in school, basic facilities such as prosaic classrooms along with good teacher/student interaction should be stressed among others. Putatively, this is highly unattainable in a decrepit classroom.

The Classroom Furniture

Classroom furniture consists of all the chairs, tables meant for teachers and students for use in the classroom as well as the writing board, doors, windows, the ceiling board, shelves. It is berating that most schools are without all these facilities needed to make the classroom habitable for excellent classroom experience. In most schools, there are ramshackle classrooms with chattered writing board, broken windows and doors, ripped ceiling boards. All these have educational implications, in that students' vision may be obstructed due to the nature of the board, defaced chairs, windows and doors could pose health hazard or lead to too much exposure to the in-flow of air or

rain or sun light as the case may be leading to teaching/learning difficulties which is detrimental to quality output. When the students are not comfortable in the classroom, inattentiveness, boredom, and lack of enthusiasm becomes the order of the day. In congruence with the above expositions, Ebong (2006) reaffirmed that, quality is discernable through the elements of facility investment like infrastructures, teachers, textbooks and instructional aids among others. The scholar is of the opinion that if resources are not adequately provided in sufficient quantity that quality education is blowing in wind. Madumere (2007), while supporting the provision of quality furniture reverberated that “Furniture should be adopted based on durability, comfort and cost”. In the same way, CDI Space (2018) affirmed that suitable classroom furniture no doubt escalates achievement in the classroom and enables children and young adults expand their whole capabilities while inappropriate classroom furniture could cause lifetime chronic pain and influence negatively in class performance.

Obviously, students learn better when the seats and desks are enough and comfortable with serviceable doors, windows, and well-fixed ceiling board. The students are more relaxed to assimilate, have good ventilation as they control the in-flow of air, the ample lighting as well as strategically positioned writing board make for clear view and proper understanding of the content of the board. Comfortable and well-furnished classroom increases attendance to class, enrolment profile, animated class performances and noise-making is drastically reduced to the barest minimum. Reverse is the case when the classroom is in a very pitiable condition, teaching/learning becomes an uphill task.

The Recommended Textbooks

Textbooks are very necessary for teaching/learning effectiveness. It provides succour to the students outside the classroom teaching. It also makes for good study habit and assists in carrying out assignments and home works at home. More often than not, many parents are unable to provide their wards with this essential study material due to the financial crunch prevalent in Nigeria today. This lack of fund could be as a result of mass unemployment, meagre salaries paid by some employees especially in the private sector and extended family palaver. The child is as a result challenged first by this absence of textbooks. In some places the government provides the textbooks in core subjects like English and Mathematics, however, there is no fairness in the distribution of these books to the extent that some may be left out. It is for this reason that Okeke, (2007) advised that needed books ought to be delivered and distributed equitably to the points of need. There is no gain-saying that students who are provided with textbooks do better in both internal and external examination. The reason is not far-fetched, they have books to fall back to at home while working on the assignments, they read beyond what the teacher has to offer and form good study habit

as they make out time to read the text unlike those who do not have access to needed books.

Quality Teachers

Teachers are the pivots of any educational activities. The teacher is the intermediary between the learning material and the students. It is the teacher that inculcates to the learner the content of the school curriculum to make sure that the educational objectives are achieved. The teacher's role is very distinctive in that if the teacher derails, the future of the children who are tomorrow's leaders becomes blurred. Based on this background, it is important that the teacher should be competent both in learning and character. It is miserable when our schools are more or less left with youngster, unproven and ineffectually trained staff that lack necessary guides and role models to supervise and straighten actions (Okeke 2007). In a similar dimension, F.G.N. (2014), deemed it fit to outline the criteria for selecting of teachers that N.C.E. should be the minimum qualification for entry into the teaching profession. Furthermore, in any level of education, there must be adequate knowledge of educational courses to make for competency in handling children of varying family and socio-economic backgrounds. For those who are already teaching without educational qualifications, should ensure they go to up-date their knowledge or leave the profession. A period of internship is also recommended for fresh graduates to ensure professionalism in practice. This is necessary because teaching entails the services of individuals who are sufficiently qualified and experienced (Ezekiel-Hart & Adiele, 2010). The scholars went on to add that the teachers competence is what inspires confidence in the learners as they listen attentively and see the teacher as the master of the subject he teaches.

Quality teachers is a panacea towards attaining high educational height This is quintessential because when the teacher is competent, knows the subject at the tip of his fingers with appealing behaviour, the students are prone to enjoy the class, consequently, do well in both internal and external examination thereby fulfilling their dreams and aspirations for a better future. On the other hand, students are haphazardly taught when in the hands of incompetent and repulsive teacher. The educational aim and objectives under this plat form becomes an illusion.

Class Size

Class size is measured in terms of the classroom accommodation space which is again determined by the student/teacher ratio as specified in the national policy on education. When the class size is of manageable size, the teacher gives individual attention to the students, can give class work, assignments and easily review, mark

scripts and make corrections. There is free movement in the class as both the teacher and students move about in the class when need be.

Apparently, when the classroom is over-crowded with too many students more than the approved class-size, there is bound to be insufficient air and its attendant stuffy classroom, spread of any communicable disease, tiredness and subsequently, noise making takes the centre stage. It could also result to teacher exerting too much energy to do his work while the students scallywag for available seating position this in turn results to inattentiveness, failure, repulsion and ultimate withdrawal from school (Nwideeduh 2003). In view of this, it becomes crucial that a survey of the quality classroom be made. Madumere (2007), stipulated that in a conventional classroom, the average floor space per student should be 1.4m² while student/teacher ratio of 25:1 is recommended. In line with the afore mentioned specifications, F.G.N. (2014) in the national policy on education recommends a class size of 20 pupils with a classroom minder for the pre-primary, 35 pupils for primary and 40 students for secondary schools designed for meaningful teaching and learning. It also stated that for practical work, there should be just 20 students per class. Any number more than the above specification is considered to be overcrowded thus, congested and no meaningful teaching experience is achieved in such a rambunctious atmosphere. The teacher's job is thus cumbersome, stressful and nugatory.

Classroom Management

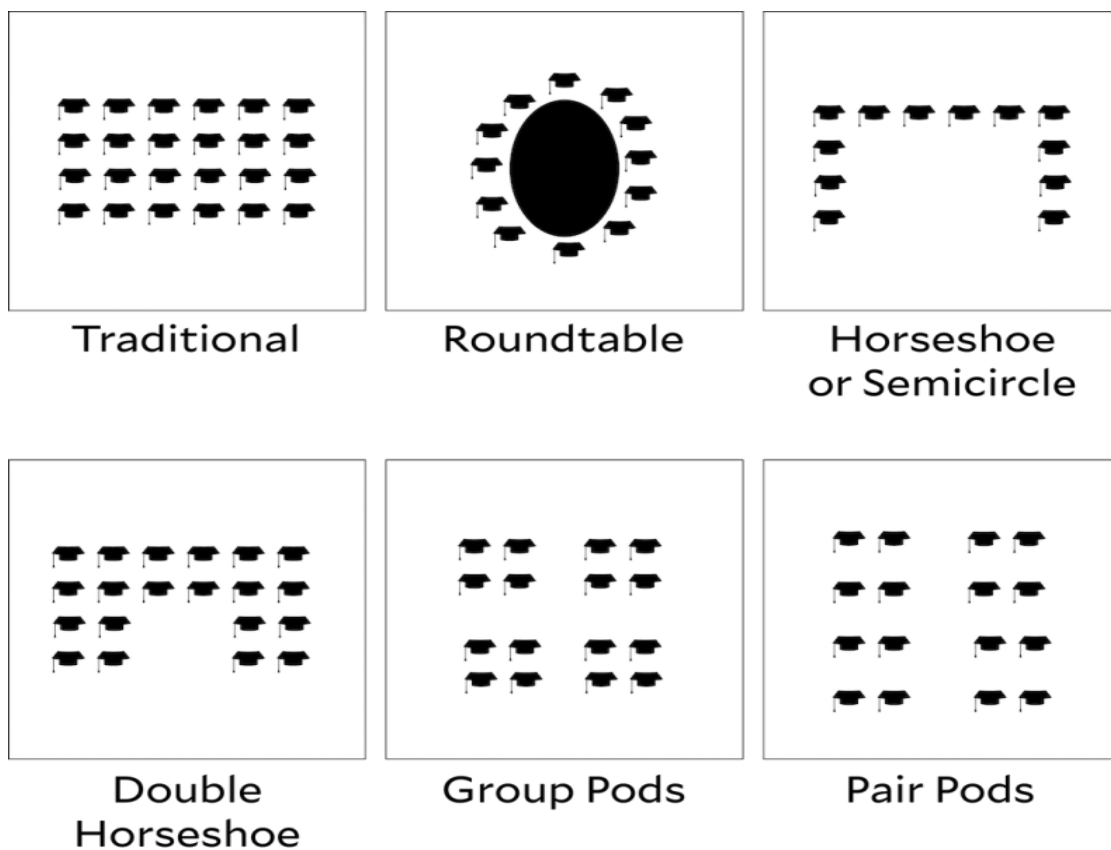
A classroom is one of the rooms in the school premises where teaching and learning take place with the students and teacher in attendance. It is a room that house the students and teacher when teaching/learning is in progress. The students stay permanently in the classroom when in school except in a situation whereby the students are on break or have to attend to other school activities outside their classroom. In a school setting, there are several structures intended to serve varying educational needs Okeke (2007) of which the classroom is one of such structures. Since the classroom is the focal point in a school environment where the core educational conveying of skills, knowledge, norms and societal values are executed, it is very imperative that the classroom must be in a viable state.

Classroom management has to do with various strategies employed by the teacher to ensure maximum concentration of the students in the class as this is geared towards improved performance. The teacher is at the helm of affairs in the classroom hence should be able to manage the class very well so as to ensure meaningful teaching/learning outcomes. The teacher has the principal duty to arrange the seats in such a way that the aesthetic state of the classroom is highlighted. This is to ensure that the teacher sees all the students in order to check deviant behaviours among them and also have free movement around the class. In congruence with above view, Yale

(2019) advocated for various classroom seating arrangement that make for effective interactive section namely;

- Horseshoe/semi-circular
- Group pods
- Pair pods
- Double horseshoe
- Straight row / Traditional
- Round table

Figure 2 showing examples of seating arrangement in the classroom



Adopted from Yalepoorvu (2019)

The class control becomes easier with good sitting arrangement hence, the teacher guarantees one-house in the classroom so as to maintain attentiveness and comprehension of subject matter for future retrieval.

The class teacher should be able to adopt the democratic leadership style that will help the students partake in almost all the classroom activities. Other forms of leadership types should also be meted out when necessity demands it. The teacher should be in a position to lure students to ensure complete neatness of the classroom and its environment to make it attractive and interesting place to study in. In a well-managed classroom, the teacher knows the students' names individually and calls them during assessment after lesson period, staggers questions in class and encourages introverts to participate. In an attempt to maintain adequate classroom management at all times, the teacher has to appoint class prefects to assist especially in his absence. The ability to manage the classroom delivery process is one of the attributes of an ideal teacher because it dictates the extent the educational objectives are met. When the classroom is under the control of the teacher, teaching/learning outcomes excel. The students desire to attend school intensifies, the interactive aspects becomes thought-provoking, catchy and worthwhile by so doing teaching becomes pleasurable. In principle, classroom management enhance quality output needed for a better Nigeria. On the contrary, uncontrollable classroom could be likened to teaching in a market place which definitely produces zilch result.

Conclusion

The nucleus of the school building is the classroom and consequently, if the education industry wants to resuscitate and transcend its past glory, it must start from the classroom. It therefore becomes very crucial that classroom must not only be spacious and airy but also furnished with comfortable seating arrangement and of course under the control of the teacher for qualitative teaching/learning atmosphere that breeds individuals that will not only be useful to themselves but to the nation in general.

Recommendations

Based on the above elucidations, the following submissions were tendered;

1. That the government and its appropriate agency for quality assurance and control should expedite action in respect of monitoring of schools and ensure that standard met during approval are surpassed instead.
2. That classroom furniture should be functional and in sufficient quantity to enhance teaching/learning activities.
3. Government should assist in provision of textbooks in the core subjects, not only in English Language and Mathematics and ensure equitable distribution even in the interior villages.
4. Recruitment of teachers should be strictly on qualification and proficiency so as to encourage aspiring learners.

5. The appropriate agency should deem it fit to insist on the specified class size as detailed in the national policy on education to reduce congestion in the classroom which is detrimental to quality output.
6. Seminars, workshops and symposium be quickly conducted to the teachers nation-wide on benefit of efficient classroom management and possibly good seating arrangement to promotes active listening and improved performances.

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