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Editorial

The Lagos Education Review (LER) is a double-blind peer-reviewed journal of the Faculty of Education, University of Lagos, Nigeria. The journal aims at providing a platform for educational researchers to publish their original research results, exchange new ideas, and disseminate information on innovative pedagogical skills that utilize the new technologies in Education. The journal publishes theoretical papers that are novel and also empirical studies capable of replication.

The papers published in the journal are selected through a rigorous process of peer review and editorial scrutiny to ensure originality, currency, pertinence, clarity, correctness, and replicability in all aspects of education. Only completed but unpublished scientific researches as well as theoretical papers that are not under review in any other conference or academic journal are accepted. Each submission is usually reviewed internally by two editorial board members and if found suitable, is sent for external peer review in which two expert reviewers evaluate the paper.

The journal is published twice a year. That we could publish the current volume is a tribute to the "We can do it" spirit of the editorial team. No sooner had we invited submissions for the current volume than to be confronted with the ravages of COVID-19 and the advisories and protocols occasioned by it. The 'new normal' therefore created daunting problems for the editorial team which almost brought the journal to a premature end.

We owe a debt of gratitude to the editorial team, particularly the Managing Editor, Dr. A. O. Adeosun and other members – Dr. M. A. Ogunsemore, Dr. Oye Oyelami, Dr. S. O. Adeniyi, Dr. O. S. Olabiyi, and Dr. M. A. Oladejo, for their doggedness in painstakingly managing the numerous chores of academic publishing, *Pro Bono*. The unrelenting disposition and professionalism of the Advisory Board and Consulting Editors were unparalleled. Our team of external and internal reviewers demonstrated uncommon sagacity and sheer audacity in conducting their blind reviews; the outcome of which is a drastic reduction in the

number of articles accepted for publication and highly improved quality of the publications. This perhaps, more than anything else, also contributed to an elongation of the time lag between the last and current volumes.

We have continued to receive support and encouragement from our teaming contributors. That some of the submissions were rejected was not targeted at discouraging them but to propel them to undertake substantial revisions the papers need to pass our acid test. Our readers and the academic community have encouraged us to the zenith through their critical reviews, critique, suggestions, and other quality assurance feedback mechanisms. Your labours have not been in vain.

I am therefore highly delighted to introduce the Lagos Education Review Vol. 18, No 1 to the academic community. In it, you will find articles of diverse interests in various disciplines in Education; as we count on your feedback to continually improve the content and quality of our publications.

Prof. Monday Bassey Ubangha
Editor-in-Chief

Manuscript Submission Guidelines

The **Lagos Education Review (LER)**, published by the Faculty of Education, University of Lagos, Akoka-Yaba, Lagos, Nigeria, is a peer-reviewed journal published in English, in June and December, every year. LER provides a platform for the African community of educators for sharing research outputs, information, experience, and ideas about the roles of education in society. The journal seeks contributions of research-based – empirical and theoretical articles specifically on any relevant aspect of education.

LER adheres to a rigorous double-blind review policy in which the identity of the author(s) and reviewer(s) are concealed from both parties. All manuscripts are reviewed initially by the editorial board and only those that meet the scientific and editorial standards of the journal, as well as are within its scope are sent for blind review. Articles are also subjected to plagiarism detector, hence, contributions are published only on the understanding that they are not under consideration by other journals, and that they are original work of the author(s). Authors assign copyright to the Faculty of Education, University of Lagos.

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Influence of Systems Approach on Teacher Effectiveness in Lagos State's Colleges of Education

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Abstract

The study examined the influence of systems approach on teacher effectiveness in colleges of education. A survey type of descriptive research design was used, while the target population comprised the final year teacher trainees from colleges of education in Lagos state. A 15-item self-constructed questionnaire on a 4-point Likert scale was used for data collection. Validity was carried out by four experts in Measurement and Evaluation while the final draft of the instrument was pilot tested on a sample of thirty students different from those used in the main study. Also, its reliability index (0.89) was obtained with Cronbach Alpha. Data collected were analyzed and tested at 0.05 level of significance through Simple Pearson Product Moment Correlation statistical analysis. The study revealed that the educational system can be improved when a systems approach to teaching is well embraced and that the approach promotes quality teaching and learning in the colleges. It concludes that the systems approach goes a long way to improve teacher effectiveness and recommends that periodic assessment of system approach to education should be carried out in order to keep abreast of the dynamics of teaching methodology, curriculum change, and use of technology in the classroom, among others.

Keywords: *systems approach; evaluation, pre-service teachers, education, training.*

Influence of Systems Approach on Teacher Effectiveness in Lagos State's Colleges of Education

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Keywords: *systems approach; evaluation, pre-service teachers, education, training.*

Introduction

The Systems approach is a management method that enables individuals to analyze all facets of the organization, interrelate the impact of one set of decisions on another, and make effective use of all available resources to solve problems (Gupta & Gupta, 2013). The system as a term is polymorphous and has been commonly used in various fields of human endeavours, as there is no common description agreed globally. A system is a collection of interconnected elements and interacting subsystems forming an integrated whole (Anibueze, 2013). Ovwigho (2004) maintained that a system is the sum of parts that function together separately to achieve results or results depending on needs. Similarly, the system is a structure with interdependent parts such that within every system, there are smaller systems called subsystems (Enyi, 2004). As a result, a change in one subsystem can cause a change in the others which can affect the attributes of the whole (Kajang & Istifanus, 2011). Thus the systems approach helps to solve problems in a systematic rather than arbitrary way. It is also a tool to be used to quickly and more effectively address educational problems. This is also a way of thinking -that emphasizes problem identification and problem-solving which allows an individual to consider and choose the most efficient alternatives available (based on performance criteria) to solve the problem and achieve the goal(s) (Enyi, 2004).

According to Kajang and Istifanus (2011), the system approach is designed to solve problems such as education, science, management of educational institutions, and the creation of curricula, among others, that can be applied in many areas of education. Only the process can be applied to any problem situation, and the way of thinking remains the same. Mulwa (2018) defines the systems approach as an approach aimed at discovering the most reliable and cost-effective approaches for

scientifically addressing educational problems. It thus provides a context for all factors influencing the solution of educational problems or the achievement of goals. A systems approach can simply be best understood as a set of ordered approaches that are designed for solving human-related problems. This structured process is based on a study of all the variables that are related to the problem. Since the learning operation is a given type of problem, it should then lend itself to an orderly structured process (Peretomode, 1991).

Studies carried out by Anibueze (2013), Enyi (2004) and Gupta and Gupta (2013) have identified the stages an instructional system designer has to go through to use the system approach and these include, specifying the output, the preparation of evaluation procedures; identifying input specifications needed; the design of the process and in the selection of the best alternative. Others include the plan for learning experiences, tryouts, revision, and implementation of the system. Meanwhile, Oviwigho (2004) and Onojerena (2013) have also identified some steps that are involved when using the system approach. Prominent among them are input goal formulation; pre-assessment of the pupil's entrance behaviour; appropriate disposition and aptitude of learners, content and instructional material, as well as a cost factor. The systems approach takes into account all available learning tools, content, learning experiences, methods, and media in the teaching-learning process to achieve the set of learning goals (Adeyemi, 2007).

Technically, systems approach comprises the use of technologies and media as these instruments go a long way in solving the many challenges often associated with information dissemination even in the classroom (Peretomode, 1991). The teacher's role in an instructional system is in deciding instructional methods and media for effective learning (for

achieving desired outputs) such as in using the tape-slide programme for a seminar method, timely posing of questions. In such a situation, the teacher's role can be visualized as a system or a system designer and not just as an 'input'. The teacher decides which methods are to be used in combination, which media/material are to be used, and to what extent. The teacher can design or improve upon an existing system if need be. In the role of a system or system designer, the teacher is outside the boundaries of the system. The duty is to create and improve the system rather than be a mere participant of a sub-system within the instructional system (Gupta & Gupta, 2013). The system approach is an attempt to solve the problems that are done by thoroughly looking at the issues and performing a system analysis. The systems approach is required if we face a complex problem that needs analysis of such problems, to understand the relationships between a section and other parts of the problem, as well as the correlation between problems and other problems (Joktan, 2012).

The works of Gupta and Gupta (2013); Kajang and Istifanus (2012) and Vibhavari (2010) identified some importance of systems approach to education such that it provides a unified focus to institutional efforts and throws light on the dynamic nature of management. It also helps the manager define the essential subsystems and their relationship with each other in institution-improvement. It also provides productivity in school administration and management as well as in instructional preparation, contributing to optimize resource utilization. Similarly, it enhances examination and evaluation systems in schools and the designing, controlling, and improving the non-formal and adult education system. Above all, it helps to sustain, monitor, and develop guidance services in teacher training programs, i.e. in-service as well as pre-service, to enhance the quality of education that would contribute to the

planning, decision-making, and problem-solving process (Nikam, 2010).

Adeyemi (2007) and Afe (2006) stated that effective teaching and learning cannot take place without proper presentation of instructional objectives. The specific instructional objectives are stated in terms of observable and measurable terminal behaviours expected from students after going through the instructional input and these are the output specifications of the system (Omoike, 2008 & Ugbede, 2004). These output specifications help design the instructional system of course implementation for these objectives are a statement of intentions stating what the learners are expected to learn in the course of teaching-learning exercise. This objective gives the teacher direction, the content of instruction to delivery, as well as to itemize the appropriate methodology to adopt in the course of teaching. It prepares the teacher before the real classroom interaction; the time to spend in the class and most importantly, the technique needed to evaluate the lesson among others (George, Ogunjimi & Adeniyi, 2007). The approach to the structures involves educational process aspects and elements, viz-a-viz students, teachers, curriculum/syllabus, teaching methods and media, school/classroom setting, and assessment procedures.

Therefore, school organization as a body of systems is classified as a formal system that is expected to achieve desired goals but requires an input, process, and output. According to Nikam (2010), the input refers to the human and material resources that are put into the system. These include students, teaching and non-teaching staff, writing materials, school plants and records, and many more. The process on the other hand is the main activity of the systems which is the teaching and learning using both the human and materials resources

while the output is the attainment of educational objectives or the qualified manpower which are skilled needed for the development of the country. Above all, there is feedback to ascertain the output to re-examine the system.

Meanwhile, Kajang and Istifanus (2011) reiterated that the development and evaluation of system analysis enable all components of a system to be taken into account, understand their interrelationships, perceive alternative solutions and foresee their impact, and make adjustments where necessary by constantly monitoring the results. The most fundamental principle of this approach is that there is no single entity in a vacuum but that each is often connected to other device components. And the relationships between it and the other variables are potentially affected if one is changed. This change puts pressure on the whole device. When all the interrelated components can be made compatible with the changed aspect, the change will be embraced, the structure will re-stabilize, and the outcome will be a type of synergy, or effectively guided smooth functioning.

Similarly, if the factors influencing learning are linked together and help each other, the resulting impact would be much more than the sum of each factor separately. Nonetheless, if the improvement in one aspect of the system is incompatible with all the other components of the system, then the change is rejected as the system tries to control itself to maintain a stable state after the disturbance. When we want to look at and understand a teaching/learning situation in a classroom, school, or youth group. It's not enough to see it as the product of a series of individuals' actions, with their own goals and features. It must be viewed as a structure, that is, as a whole more complex than the sum of its constituent parts, due to the interrelationships between them (Gupta & Gupta, 2013 & Mulwa 2018).

Boocock (cited in Gupta & Gupta, 2013) found that there are multiple factors affecting teaching and student success in colleges of education. These factors are also correlated with some of the learner's characteristics, including family history, ethnicity, community, gender, intellect, achievement, motivation, temperament, and style of learning. Also, the classroom characteristics, such as instructor standards, peer group effect, classroom environment, teaching method, and learning theories. School variables themselves, such as teacher-teacher and teacher-main relationships, student-teacher ratio, availability of special services employees (e.g. nurse, psychologist, assistants, speech therapists), the school climate and environment, and even the type and quality of facilities in the school.

The relationship between the school and the community, such as the makeup of the school board, the essence of parental and voluntary participation in schools, industries, the teachers' union and the degree of community diversity; and the influences exerted at the state and national educational systems, such as the influence of mass media on the public image of what quality education means, national legislation affecting education regarding funding and requirements, and the types of learning resources distributed by the major publishing, software, and technology businesses (Anibueze, 2013; Enyi, 2004; and Mulwa, 2018).

Among the sensitive units of the systems approach is instruction. The term has the same meaning as teaching activities. Instruction changes with time and is developed following the progress of science and technology. Teaching activities are conducted by the teacher to convey knowledge to students. The teacher acts and plays an active role in this sense, even playing a very influential and definitive role in everything

involving the cycle of teaching and learning. The act of teaching has the same significance as instruction. The teacher interacts well in the course of disseminating knowledge when instruction is maximized. Instruction takes place in the form of contact between teachers and students, as a mechanism of reciprocal control. The instructor acts as an educator, while the student has a position as a learning subject. Teachers and students exhibit a balancing activity, though different in their role but related to each other. Instruction takes place as a process of mutual influence in the form of interaction between teachers and students. The teacher acts as an educator, while the student has a role as a subject that committed learning. Teachers and students show a balance activity, even though their role different, but related to each other. The dexterity of teachers is shown when it is guided by the teacher through the quality of instruction before a teacher.

Another important variable of interest in the system approach is objective setting. Teachers have specified that objectives can be categorized into broad and specific objectives. These specific objectives that have to be planned by the teacher are:

- Knowledge, information, and understanding as to the objective of the cognitive field.
- Attitude and appreciation as the objective of the affective field.
- Various skills and abilities as the objective of the psychomotor field.

These objectives are statements of planned actions and intentions expected to be achieved at the end of a teaching and learning session. The objective is simply a method to use in developing design and planning as well as instruction in the classroom as a guide. The target setting is very critical during teaching. Failure to design an objective for a given lesson

could cause loss of direction and ineffective teaching as the teacher could be found roaming around in the course of content delivery. Setting objectives helps a teacher to be focused, give direction to teaching, identify the category of learners, allows for easy evaluation among others (Olujuwon, 2016; Onojerena, 2013).

Exposure or training and experience have also been identified as another factor in the system approach. Experience relates to the activities, exposure, and educational background of teachers. For example, professional practice experience, education level, tenure experiences among others are some of the conditions present in a teacher to help achieve a system approach in the course of teaching in classrooms. A teacher's experience in teaching allows for display of specialization and effective display of skill in knowledge dissemination (Mulwa, 2018). Such examples of rates of factors affecting learning demonstrate that the educational system has increased levels of complexity, beginning with the individual learner and growing to include influences across the country. Therefore, looking at the interplay of factors and recognizing that the educational enterprise operates as a system seems to be most useful in developing successful reform, hence the need to examine the system approach to education in the Lagos State Teaching-Learning Process in Colleges of Education in Lagos State.

Statement of Problem

There have been series of complaints from stakeholders concerning the decline in the performance of students (at primary, secondary, and tertiary levels), especially when exposed to either standardized or teacher-made tests. The increasingly poor performance of students has led most establishments and institutions to conclude that graduates from Nigeria institutions are not suited for employment. However,

studies by Ogunjimi, Olujuwon, and Udofia (2018) have claimed that students' poor performance can be minimized if teachers are more effective in teaching. A teacher who lacks quality content, fails to set achievable objectives, is inexperienced or unskilled in teaching, uses inappropriate methods, among others, would only end up breeding half-baked students for the society at large (Adenigbagbe, 2003). In order to improve teacher effectiveness, this study investigates how systems approach would contribute towards improving teacher effectiveness which would invariably lead to an improvement in student learning. The study will also be significant as it will guide the policymakers in making policies especially as it relates to the development of education.

Objectives of the study

The study determines the influence of systems approach on teacher effectiveness in Lagos State Colleges of Education. Specifically, it:

1. Identifies how setting objectives can influence teacher effectiveness in classrooms.
2. Determines the influence of systems approach on teacher effectiveness in classrooms.

These objectives informed two null hypotheses thus:

1. Objective setting does not have any significant influence on teacher's effectiveness in classrooms.
2. Systems approach does not have any significant influence on teachers' effectiveness in classrooms.

Methodology

The study is a survey type of descriptive research design. A survey research is used to collect data and systematically describe the characteristics, features, or facts of a given population (Gill & Johnson, 2002). The population of the study

comprised all pre-service teacher trainees in Lagos State Colleges of Education; while the target population is the pre-service teacher trainees of Adeniran Ogunsanya College of Education and Michael Otedola College of Education. The study adopts a purposive sampling technique to select 300 final year pre-service teacher trainees that are pursuing the National Certificate Examination (NCE) programme from the two COEs. The final year students were sampled because of their length of training, experience and exposure during training including the teaching practice exercise. A simple random sampling technique was used to select the respondents (150 each from each college) irrespective of their programmes.

The respondents were selected based on their willingness to participate in the study and being full-time students in their various schools. A 15 items self-constructed Questionnaire on a 4-point Likert scale type titled, "Influence of Systems Approach on Teacher Effectiveness Questionnaire" (SAATEQ) was used for data collection. The numerical value of each response ranges from 4 to 1 with the highest rating of 4 indicating the highest level of agreement and the least of 1 showing the lowest level of agreement. The items on the questionnaire were validated by 4 experts Educational Management and Measurement and Evaluation, while the final draft of the questionnaire was pilot studied on an equivalent sample of thirty students different from that used in the main study. The Cronbach Alpha measure of internal consistency was used to determine reliability. A reliability index of 0.891 was obtained which implies that the instrument is highly reliable and suitable for the study. Ethical consideration for the study was adhered to in conducting the research. Data collected were analyzed and the hypothesis tested at 0.05 level of significance through the use of simple correlation (Pearson Product Moment Correlation) statistical analysis.

Results

Hypothesis 1: Objective setting does not have any significant influence on teachers' effectiveness in classrooms

Table 1: Influence of objective setting on teacher effectiveness

Variable	N	Mean	SD	P	r	Sig.
Objective setting	300	21.19	0.850	0.05	0.697**	0.000
Teacher effectiveness--	300	22.56	0.696			

Table 1 shows that three hundred students were involved in the study as an objective setting has a low mean and higher standard deviation values of 21.19 and 0.850 while teacher effectiveness has a higher mean and lower standard deviation values of 22.56 and 0.695 respectively. Although at a P-value of 0.05, the r-calculated value was 0.697 at sig. value of 0.000. Since $P < 0.05$, the null hypothesis is rejected while the alternative hypothesis which states that objective setting does have a significant influence on teachers' effectiveness in classrooms is retained. By implication, a teacher cannot function effectively in the classroom without setting a set achievable objectives that would guide the course of teaching. Objectives go a long way improving the effectiveness of the teacher. This study aligns with the studies of Olujuwon, (2016) and Onojerena, (2013) that educational objectives are statements of planned actions and intentions expected to be achieved at the end of a teaching and learning session. The objective is essentially a guide that must be used as guidance in developing design and planning as well as instruction in the classroom. This made Adeyemi (2007) and Afe (2006) assert that "teaching and learning cannot take place without proper presentation of instructional objectives. Failure to design an objective before embarking on a given lesson could cause loss of direction and ineffective teaching.

Hypothesis 2: Systems approach does not have any significant influence on teachers' effectiveness in classrooms.

Table 2: Influence of systems approach on teacher effectiveness

Variable	N	Mean	SD	P	r	Sig.
Objective setting	300	20.47	0.640	0.05	0.697**	0.000
Teacher effectiveness--	300	22.56	0.696			

From Table 2, the three hundred students involved in the study as systems approach have a low mean and standard deviation values of 20.47 and 0.640 while teacher effectiveness has a higher mean and standard deviation values of 22.56 and 0.695 respectively. Although at a P-value of 0.05, the r-calculated value was 0.610 at sig. value of 0.000. Since $P < 0.05$, the null hypothesis is rejected while the alternative hypothesis which states that the systems approach does have a significant influence on teachers' effectiveness in classrooms is retained. Teachers are often regarded as a more trusted and reliable source of knowledge dissemination, especially in a teaching-learning process. Although the findings of this study conform to that of Anibueze, (2013), Enyi (2003); Gupta and Gupta (2013) who identified a set of organized stages a teacher must go through in order to effectively utilize system approach. Among these stages: Specification of output, preparation of evaluation procedures; identifying input specifications needed; the design of the process alternatives, and selection of best alternatives. Others include the plan for learning experiences, tryouts, and revision and implementation of the system. Application of systems approach by a teacher would certainly promote confidence of a teacher, helps in varying teaching methods all in a bid to improve teachers' effectiveness.

Many factors influence the systems approach on teachers' effectiveness in Lagos State Colleges of Education. The study of Enyi (2004) reveals that the systems approach emphasizes identification and problem resolution which enables an individual to choose and consider the most efficient and available alternatives based on performance. Gupta and Gupta (2013) explain that the systems approach allows for the study and decision-taking of issues in teaching and learning situations. This demonstrates that the systems approach solves financial, science, educational institution management, and curriculum development problems in the field of education (Kajang & Istifanus, 2011).

Conclusion and recommendations

The study examined the influence of systems approach on teachers' effectiveness in Lagos State Colleges of Education. The study revealed that the system approach enhances school management and administration as well as judicious utilization of resources that improve the quality of education thereby achieving the aims of education. Similarly, the use of the systems approach goes a long way to improve teachers' effectiveness. The study further reveals that setting objectives has a significant influence on teachers' effectiveness. These objectives as a statement of planned objectives and intentions guide teachers in the course of teaching to achieve desired objectives. Therefore, teachers as determinants of students' performance must be motivated and remunerated with incentives to achieve educational goals. The study further reveals that teachers are the trusted and most reliable source of knowledge dissemination in the teaching and learning environment. The influence of the system approach enhances interaction among stakeholders which instills confidence in the teacher and also helps the teachers in varying his/her teaching methods in a bid to improve effectiveness. The study

recommends periodic assessment of system approach in education to enable teachers to be abreast of changes in teaching, teaching methods, curriculum change, and the use of technology in the classroom. Furthermore, there is the need to recruit qualified teachers with special packages as this will attract and retain the best brains for the educational industry. Besides, more incentives should be given to outstanding teachers by the government and corporate bodies as this would motivate more teachers to put in their best in the mastery of subject matter as this would lead to enhancing student outcomes.

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