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Idiosyncrasy of Teaching and Learning towards School Quality Educational Performance

Author Details

Javan Ngeywo[1], Tecla Biwott[2], and Mary Kerich, Egesa[3]

Authors Affiliations

[1]Agriculture and Food Authority

[2]Kisii University- Eldoret Campus

[3]Moi University

Corresponding Author*
Javan Ngeywo

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Abstract: Despite a concerted effort by the sector players on improved education impact, the quality of education is still low and stakeholders still argue on whether quality is good or compromised. Quality of education is a very important ingredient to educational performance and may be achieved through a couple of means combined together including the technology utilization. Technology enhancement comes about from the teaching and learning experience which is basically the role of most educational institutions. Education sector prepares the society of the challenges available and possible remedy to the prevailing challenges among which is technology dynamism. This paper analyses the idiosyncrasy of teaching and learning towards school education quality. The approach of research was through review of the existing relevant literature with observation. The review provides information on the importance of technology on the performance of the academic institutions through customer satisfaction and relations. We hope that the information will add value to the education fraternity in trying to improve the level of performance of schools in the country hence preparing the learners to the real life societal challenges. Economic and Technological changes are transforming the world of work. The workforce is becoming diverse, boundaries are blurring and work is being structured in more varying ways.

Keywords: Education, Quality, Schools, Performance, Knowledge, Technology.

INTRODUCTION

Educational institutions operate in competitive dynamic environmental set up such that they ought to provide high quality knowledge and skills in manageable cost in order to attract and retain the clients (Ayough & Khorshidvand, 2019). Strategies for enhancing quality have constantly been on move in changing hence causing various institutions and organizations to adjust the mode of operations in order to be at per with the changing times (Li, Li, & Gupta, 2015; Sánchez-Ruiz, Blanco, & Gómez-López, 2019).

Globally, there has been an increasing trend on the sensitization of business dynamics and are meant to enhance customer satisfaction, retention and increased performance (Oliva & Kallenberg, 2003; Tien, 2015). Educational institutions have had to work towards improving the service quality since it is an important aspect in the social economic development of the society (Roy, Lassar, Ganguli, Nguyen & Yu, 2015). Previously, schools used results of the students to measure customer service satisfaction, but dynamic environment have increased the scope to include the relationship between clients and the institutions and the utilization of the knowledge and skills acquired (Pellicer & Valero, 2018; Majava &I soherranen, 2016). It is therefore an important aspect for educational institutions to work towards enhancing the quality increase, customer satisfaction and retention as well as increasing the number of students passing with relevant knowledge a skills that will be of necessity to the society (Majava&Isoheranen, 2019).

This research is focused on education sector that is highly influenced by global knowledge and skills competition coupled with fast technological changes and hence need to be analysed (Isoherranen & Kess, 2011). New and change related phenomena need to be understood and worked upon and include but not limited to increased client satisfaction, increased and diverse utility of knowledge and skills in building the society through increased technology consumption and use (Majava & Isoheranen, 2019).

Teaching and learning have changed during the recent past from the use of walls/boards and chalk/markers to the use of computers and its accessories (Haverila, 2011), this has made teaching and learning more dynamic. This has

Come up because the current education customers are more willing and understand the use of technology with its importance and possible challenges. The change in preferences, coupled with rapid technology change has made it possible for the environment of work to change hence disrupting the traditional mode (Ibrahim, Ros, Sulaiman, Nordin & Ze, 2014). Education challenges in Kenya have undergone various changes and adjustments in order to equip learners with relevant skills to forecasted opportunities but still there is increased unemployment and poor state of living. This implies therefore that there are some laxity in focus on necessary knowledge, skills, values and attitude change that is globally aligned owing to the fast changing technological environment (Akuegwu & Nwi-ue, 2016).

Despite the various research on customer services, teaching and learning techniques, the idiosyncrasies of teaching and learning towards school quality educational performance have not been carried out adequately, hence the purpose of this paper.

Technology Utilization in Quality Education

Various issues cause difference in the quality of education and influence on the sustainability of the educational system. Every school going child is in school causing strain to the available resources like infrastructure, building and human. There is a shift in the lifestyle trends which have challenged the cultural and social practices hence created an influence to the environment of operation (Goi, 2017).

Current educational reforms have triggered digital competence introduction as demanded by the labour market. The use of educational technology while carrying out didactic activities during the initial training of teachers does not only play a role of ensuring quality of education, but also assist learners to improve their learning style through the use of efficient management of information knowledge hence can be translated to improved school results as they acquire digital competences that is important during their didactic career (Torii & Carmen, 2019).

Educational technology is not only the assembling of audio-visual equipment during the didactic practice but all the process that leads to the improvement of the teacher learner relations as well as increased retention and retrieval of information (Torii & Carmen, 2019).

According to Cucoş (1998) educational technology entails all the system of methods used, means, forms and techniques of teaching or learning carried out in order to transfer information through organized manipulation in order achieve the intended objectives of learners.

Educational institutions need to understand how technology improvement can improve learner's educational experience and should have the will to always be updated with changes in pedagogical strategies (David & John, 2006). According to David & John, (2006), Possessing good technological instruments does not always cause improvement in the learning process of learners. Jucan (2009) asserted that the personal means by which an individual process acquired information or assimilationist rough constructions that are achieved independently and individually that therefore create individualistic difference in learning style of each student(Dunn & Griggs, 2000). Always while carrying out didactic activity, a link between teaching- learning styles and methods should be there. More so, structure of personality of learners together with its diversity should be considered in order to achieve increased learners' performances. Technology utilization that achieves its best in terms of performance should consider other factors like environmental, emotional, sociological, physiological and psychological (Torii & Carmen, 2019).

Policy Application and Daily Management Activities of the School

Organizations face a myriad of challenges and the role of management is always to check the negative impact of the challenges and enhance the factors that lead to better operations and results. Quality Management is carrying out a set of activities systematically by all team members in the organization in order to achieve the objectives to the satisfaction of the clients at an appropriate time and price.

Policy formulation and execution are critical in the achievement of the organizational goals and objectives. This indicates therefore that a policy strategy could be good to achieve the objectives or bad not to achieve the stated objectives. Policies made whether good or bad need to be implemented to enable real realization of the objectives.

A good policy may have either bad or good implementation strategy leading to success or lost opportunity in achievement of objectives respectively. On the other hand a bad policy may have a good or bad implementation strategy causing accelerated wrong results or total failure in the achievement of the objectives respectively.

Educational system need to equip learners with necessary marketplace and entrepreneurial skills that ensure they identify opportunities, pursue their goals, and produce viable socio-economic opportunities that improve the society and put the country at par with the world (Yuthas & Epstein, 2013; Kirui & Sang, 2019).

The macro level position of education is to create better human capital that will enhance socio-

economic development of any nation. Furthermore, education should improve the individual capability to establish and create relevance to the world as a micro-level significance (Oztruk 2001; Nyangau, 2014). It is important therefore that educational institutions prepare learners to relevant dynamic global environment (Akuegwu and Nwi-ue, 2016).

Teaching and Learning Quality

Quality is fitness for purpose and fitness of purpose (Wittek & Kvernbekk, 2011; Wittek & Habib 2013). Quality system comprises of various functions, aspects and categories of quality in an educational institution in total. Product quality as concerns teaching and learning focus on knowledge and skills dissemination to the needs of the clients and the technical capacity to facilitate the transfer of knowledge together with clientele interaction (Danneels, 2002; Rubera & Kirca, 2012). Ensuring that customer needs merge with relevant technologies provides an opportunity to create a product that is tailored to the market (Lee, Lee & Kim, 2019). Creation of quality product requires that there is clear linkage between technology and customer satisfaction. This further calls for different educational institutions to bring all necessary knowledge and skills that are linked to both technology and customers (Dougherty, 1992; Ishikawa & Suzuki, 2018).

Importance of customer relationship management among education stakeholders is critical in enhancing the sector capability to attract new clients and retain the existing ones for the better of achievement of the goals and objectives. Well managed customer relation helps in the identification of the needs and in the enhancement of the communication between the institutions and the clients (Mithas, Krishnan & Fornell, 2005; Gu, Davis, Cao & Vogt, 2017; Hasani, Bojei & Dehghantanha, 2017).

In order to enhance teaching and learning quality, innovation has to be embedded in the process with regard to service provision, efficiency, effectiveness, customer value, understanding business environment and social entrepreneurship (Lee, 2018).

According to Zhuo, (2019) Customer satisfaction and commitment differentiate the level of performance among many institutions and organizations. Customer satisfaction is basically how clients feel towards the services provided by an individual or organization based on the agreed expectations (Wang & Hwang, 2012). The essential cause of satisfaction by the client are service quality, what is expected, uncertainty anticipated, performance level, desire of both parties, influence caused, and fairness accorded (Zhuo, 2019).

Customer-based service is key in business performance and hence the critical subject in

educational institutions and sector at large. Presently, due to the large number of learner enrolment to institutions in Kenya, the challenges could be poor teaching-learning services especially teacher student interaction (Alexander, 2001; Sunder, 2016; Bazrkar, Iranzadeh & Feghhi, 2017).

Transformative Curriculum

This is a curriculum that is focused in action, causing change, constant move as well as causing social reconstruction through teaching .Teachers should give life to the curriculum by ensuring efficiency and competency based learning. Quality education is judged by how useful it is in solving problems of the individual and those of the society (Kitchenham, 2008).

According to Moore (2005), Quality education depends on well focused objectives that are derived from the needs of the society. These objectives should always have the practical component and emphasize on transferable skills that are highly required in the market.

Pedagogical strategies should provide the opportunity for learners to interact with content in a manner that bring about real situations, through simulations, case studies, role plays among other interactive strategies (Kumi-Yeboah, 2014). In addition, theories such as Multiple Intelligence Theory should as much as possible be borne in mind in the process of teaching and learning. This means that instructional activities should appeal to every learner and cater for diversity of learners in as far as learning styles are concerned (Moore, 2005; Kitchenham, 2008).

Further, quality education should equip learners with the 21st century skills such as communication, collaboration, leadership and social skills which are very much required in the work place and the society at large. Krathwol and associate (1964), Krathwol (2002)and Kumi-Yeboah, (2014) asserts that the affective domain of learning which stresses values feelings appreciation, motivation and attitude is an integral part of learning.

DISCUSSION

Efficiency of teaching and learning activity may not be fully accomplished without incorporating modern educational technologies that will serve to enhance the quality of the exercise (Dunn &Griggs, 2000). Utility of educational technologies enables both teachers and students to exhibit differential teaching-learning exercise based on individual strength and weakness.

Achieving important knowledge and skills include entering into existing social order that involves use of appropriate tools and equipment necessary for the betterment of the society. Parties in the education sector ought to establish what it entails in the quality of teaching and learning and subsequent performance of

institutions and sector at large. Academic practice implies quality of teaching and learning as an intertwined in context of activities carried out, norms inculcated, rituals established, and symbolisms formed.

Individual school management therefore requires to motivate the learners, teachers and relevant stakeholders in ensuring that they appreciate the school as not only a source of good grades but a place that nurtures individuals to be more productive in the society. Increased number of successful individuals in making their livelihood in a key measure of performance.

CONCLUSION AND RECOMMENDATION

All academic institution need to redefine what quality in education is and how impacts the society. Having knowledge that is not relevant to the everyday operations or that which focus on the trends of global development and contemporary challenges is of no value and hence can be termed low quality despite the grading the learners get.

It is therefore a duty of every player in the education sector to ensure that they offer, nurture and align the skills they provide to the challenges facing the society in terms of technological advancement, customer satisfaction and sustainability of the acquired skills.

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