

*Full Length Research Paper*

# The Influence of Teacher Professional Attitude on Students Achievement in Secondary School in Wukari Local Government Area of Taraba State, Nigeria

El-yakubu Lawal Isa\* and Epenu Dangari

Faculty of Education, Federal University Wukari, Taraba State, Nigeria

Author E-mail: [elyakubuli@gmail.com](mailto:elyakubuli@gmail.com)

Received 11 April 2022; Accepted 25 May 2022; Published 17 June 2022

**ABSTRACT:** In today's secondary schools, there is a question about the productivity of the teacher profession. The impact of teacher professional attitudes on student accomplishment in our secondary schools, particularly in Taraba State's Wukari Local Government. The study used descriptive survey statistics to test the mean values of whether the influence of teacher profession improves teaching, method, and instructional materials. Three (3) research questions were developed to test the mean values of whether the influence of teacher profession enhances teaching, method, and instructional materials. The population of study consists of GDSS Wukari, MGGSS Wukari, Al -iman Wukari, GSS Wukari, and Great leaders' secondary schools Wukari, which offered science and art subjects, and 115 students were brought from each school and random sampling techniques were used, 14 questionnaires were used, and structured content validation was performed using cronbah. Alpha was calculated to be 0.84. The mean value of 3.50 was accepted as the outcome. Using a five-point likert scale, SA, AD, UD, SD are 5, 4, 3, 2, and 1, respectively. The study indicated that a professional teacher may teach effectively by supplying items with good instructional materials, training, methods, and student achievement in Wukari, Taraba state will improve via learning and listening to the teacher.

**Keywords:** Teacher, professionalism, attitude, achievement secondary school, education

## INTRODUCTION

Today, the emergence of the teaching profession in teacher education programs in many nations is characterized by one or more features. The teaching profession has historically relied on international collaboration (Afforma, 1994). A rainbow of diversity may be observed throughout Africa's educational systems, as well as between elementary and secondary school systems. Secondary schools have long been a location for the exchange of teachers and students, as well as the exchange of scientific and cultural achievements, independent of language, nationality, or other factors (Kirk et al., 2006). The history of teaching and teacher training formed the teaching profession in Africa and Nigeria in general, and it began in Edinburgh University Scotland, by creating a chair in education, pedagogy

development, ways of teaching techniques, teacher training, and so on, so that one becomes a professional teacher. Palmer (2000) defines a teacher as "creating a tapestry of connectivity between students' teachers and subjects." A teacher has three main manners: fantastic, excellent, and good. The type of teacher you choose to be depends on your personal strength, initiative, relationship, individual priorities, and professional ambitions (Omolewa, 2018).

One professional idea of teaching is the planning and management suitable for classroom specific contest, a teacher must be able to fit the work level in which students' ages, he must be aware that students have deeply rooted ideas about natural events, and he must be familiar with the main issues addressed by research in

subject curriculum and use it for curriculum development at different levels of schools El Yakubu (2020).

Professional teachers require power and disciplinary discipline to correct students' inventiveness only if they are taught the activities of pre-service and in-service training. The way a teacher wears, speaks, and conducts himself speaks volumes about his character, and it goes a long way toward assisting him in becoming a professional educator (Bello, 1981). The way he handles his teaching materials and procedures differs from non-professionals in terms of organizing, leading, directing, controlling, assessing, and reporting, and it may have an impact on students' secondary school accomplishment.

Secondary school is the second level of education after primary school, and it provides instruction to children aged 11 to 17 (Utulu, 2012). Students learn English, mathematics, social studies, civil education, vocational and technical education, agricultural science, physics, chemistry, biology, and other subjects (NPE, 2016), all of which are expected to improve students' achievement if teachers use their professional attributes in their methodology and instructional materials.

### Statement of the problem

Teachers' professional attributes have been identified as critical factors in dealing with secondary school student achievement. In secondary schools in Wukari local government, the professional teacher is using them to influence students' achievement by having all the technical tools to make them professional, such as the attribute of being controlled, coordinator, evaluator, and reporter, as well as having the appropriate method and appropriate application of instructional materials.

### Objective of the study

1. Whether the teachers show professionalism in teaching to improve students' achievement in secondary schools.
2. Whether teachers make use of appropriate method of teaching to improve students' achievement in secondary schools.
3. Whether use of appropriate instructional materials improve students' achievement in secondary schools.

### Research question

1. Does teachers during teaching shows professionalism in secondary schools?
2. Are teachers exhibit appropriate method of teaching in secondary schools?

3. Do teachers use appropriate instructional materials in teaching secondary schools?

## METHODOLOGY

The study employed descriptive statistics in secondary schools in Taraba State's Wukari Local Government, which include Government Day Secondary School Wukari, Marmara Government Girls Secondary School Wukari, Government Secondary School Wukari, Al-Iman School, Wukari, and Great Leaders Junior Secondary School Wukari.

Subjects in the arts and sciences were available at the schools. The school has both professional and non-professional teachers, so the study of this school is important (Ejeke, 2006). These schools have a total of 576 students in five local government schools. Students from many schools participate in the study, gaining valuable experience and providing responses to the questions. The study used a population sample of 115 students from each institution. The sample size was calculated using the Yamane one method (Njoku *et al.*, 2017), and the population was sampled using a random sampling approach. A total of 15 items were constructed in the form of a questionnaire for the study.

The research instrument was subjected to face and content validity by three experts, two from curriculum and instruction department and one from tests and measurement department. Cornbush Alpha was adopted in determining the consistency which yield positive reliability of 0.86 index for the data collection. 500 copies of the instruments were produce and administered (for face to face on the respondents by researchers and assistant researchers. Out of the 500 copies of the questionnaires being administered, only 467 copies were returned to the researcher for data analysis. The study used the statistical mean and standard deviation (X) and (SD) respectively for data analysis.

The likert scale of five items were used that is strongly agreed, agreed, disagreed, strongly disagreed and undecided and values were assigned for the distribution five, four, two and one [5, 4,3,2,1] respectively. The research questions were answered mean criterion values of points 3.50. Items with mean value equal or above the criterion value points of 2.50 were regarded as not needed. Data were presented on (Tables 1-3).

## RESULTS

Table1 shows that items 1-4 were accepted since the mean value is greater than 3.5. This result indicates that Teachers professionalism attitude influence during teaching in secondary schools is accepted. Hence mean response below 3.50 is rejected. In the items of the respondent. Table 2 shows that the acceptance value of

**Table 1:** Influence of teacher professional attribute on students' achievement in secondary schools.

S/N	Influence of Teachers	SA	A	D	SD	UD	TOTAL	MEAN	SD	DEC
1	Influence of Professional Teacher during Teaching	56	42	0	0	0	448	4.18	0.43	Accept
2	Influence of Professional Teacher on the students during Teaching	52	46	0	0	0	444	4.44	0.43	Accept
3	Influence of Professionalism on the Subjects	70	28	0	0	0	462	4.62	0.46	Accept
4	Influence of Professionalism on the classroom Management	53	43	0	0	0	447	4.47	0.45	Accept

Source; Field study 2022

**Table 2:** Influence of appropriate method of teaching.

S/N	Teaching	SA	A	D	SD	UD	TOT	MEAN	STD	DEC.
	Influence of professionalism & appropriate method of teaching.	5	4	3	2	1				
5	Influence of professionalism attitude on appropriate method during teaching.	53	45	0	0	0	445	4.45	0.46	Accept
6	Influence of professionalism on the appropriate method use to students	51	47	0	0	0	443	4.43	0.46	Accept
7	Influence of professionalism on appropriate method use in subject matter	56	42	0	0	0	446	4.46	0.48	Accept
8	Influence of professionalism on appropriate method use in classroom management	70	28	0	0	0	462	4.62	0.46	Accept

Source: Field study, 2022.

**Table 3:** Influence of Teacher professionalism attitude on the use of appropriate instructional materials in Secondary Schools.

S/N	Influence of Teachers	SA	A	D	SD	UD	TTL	MEAN	STD	DEC.
	Influence of Teacher professionalism attitude on the use of instructional materials.	5	4	3	2	1				
9	Influence of Teacher professionalism on the use of appropriate instructional materials in teaching	56	42	0	0	0	448	4.48	0.45	Accept
10	Influence of Teacher professionalism on the appropriate use of instructional materials to students.	48	50	0	0	0	440	4.40	0.48	Accept
11	Influence of Teacher professionalism on the use of appropriate instructional materials in subject matter	47	50	0	0	0	440	4.40	0.45	Accept
12	Influence of Teacher professionalism in the use of appropriate instructional materials in classroom management.	52	46	0	0	0	448	4.48	0.43	Accept

Source: Field study, 2022.

the mean for the study is 3.5 that appropriate method of teaching influence by professionalism can make students in secondary schools achieve their goals, because the result shows that majority of the mean is above 3.50 and below 3.50 mean values shows rejection.

Table 3, depicts that item 9-12 were accepted since the mean value is greater than 3.50, this result suggest that teacher professionalism attitude is influence by instructional materials use in teaching the students in secondary schools. The acceptance value study was 3.50 hence mean responses equal to or above 3.50 shows that the respondents agreed to the items but the mean value below 3.50 is rejected to the items by the respondents.

## DISCUSSION

Table 1 shows that items 1-4 where accepted meaning that teacher professionalism attitude help the teacher in teaching, which is buttress by Adeyanju (2017), professional teacher preparation are carried out in college of education, faculties of educational and other

tertiary institutions which provide quality and quantitative teacher education. As cited by Shaaki et al. (2021) that, an effective professional teacher in the classroom deals with improvement, professional skills, attitude and commitment in other to raise the levels of students' academic achievement and values. It is important to state clearly that effective teaching is not a marginal expression, but one can be achieved if everyone is committed to raising the quality of education. Igbokwe et al (2017) also stated that teacher is an experienced person who impart knowledge, skills, values, attitude or whatever needed information to the younger ones or groups or persons assumed to be relatively inexperienced or unskilled in a manner that is morally acceptable and pedagogically efficient. Professional teacher need to be skilled and up to date in the teaching profession which can only be achieve when teacher effectively and professionally developed. The result also aligned with Federal Republic of Nigeria FGN (2016) that all teachers of our educational institution from primary to tertiary will be professionally trained and that teacher education programme will be structured to equipped teachers for effective performance.

Table 2 shows that 5 – 8 were accepted showing that proper use of appropriate method of teaching by professional teachers can affect positively to the students, and can enhance classroom management as cited by El-Yakubu (2020) that method is a way of doing something professionally or is an approach which a professional teacher explain or adopt a subject to his students at the same time is a special procedure by professional teacher in impacting knowledge to students. According to Shaaki et al. (2021) a good method is the one that can produce an effective result and decision, to use good method of teaching depend on professional teacher which the result agreed with El-Yakubu (2020) that, suitable lesson need good method and professional teachers needs to take into consideration, the experience, ability and interest of the students. It is the duty of professional teacher to find out different method to use in any classroom situation which facilitate effective teaching. This is supported by Shaaki et al. (2021) which noted that effective teaching required appropriate and variety method of teaching, an effective teacher plan his lessons thoroughly using variety and appropriate methodology, which some method can be varied and appropriate then the other in one subject, while some are suitable and usable in all subject. El-Yakubu (2020) noted that, there is no teaching method that is best among the teaching methods just as there is no better teaching techniques. A method is considered the best in relation to the topic a professional teacher can handle to his ability and knowledge he acquired.

Table 3 depicts 8-12 were accepted meaning professional teacher use appropriate instructional materials which is not hindrance to students achievement in secondary schools in Wukari Local Government, that if professional teacher uses his instructional materials he will achieve success, thus it is in line with the study of EL- Yakubu (2020) and Shaaki et al (2021) that, professional teachers need instructional materials to succeed for effective classroom instruction it has been discovered through experience that effective teaching need instructional materials during teaching and learning encounter in the classroom.

## Conclusion

Teaching will be change through Teacher professionalism, method is very important in teaching therefore, professional teachers can enhance it by transforming student's achievement to greater height after using varied and appropriate method, to teach. Instructional materials produce and use appropriately will enhance students' achievement and improve the subject and there by controlling the classroom which invariably stimulating students to learn more and listen attentively to the teacher.

## Recommendations

1. Authority should employ professional teachers in their school because professional teachers are capable of teaching with method and instructional materials very well and prepared to the class.
2. Professional teachers should be encouraged to use variety and appropriate method of teaching subjects in their schools.
3. Professional teachers should promote the use of instructional material appropriately so that it's enhance students' achievement in secondary schools.
4. Authorities should buy instructional materials to teachers so that it can be use in secondary schools.
5. Professional teacher should be motivated by creating an enabling environment through improve condition of service, provisions of basic infrastructures and information communication technology (ICT).

## REFERENCES

- Adeyanju, Thomas (2017). An effective teacher in zoning classroom, Kaduna, Joyce graphic printer and publishers.
- El-Yakubu L.I. (2020). Thinking curriculum and instructions for school Eastern Press Ibadan.
- Federal Republic of Nigeria (2016). National Policy on Education, Lagos NERDC, Press.
- Kirk Patrick, I. And Lincoln F. And Morro L.R. (2006) Assessment of a collaborative teacher preparation programme, voice interims. The Delta Kappa, Gamma Bulletin.
- Njoku, U, M. Amadi, G.V. and Igbokwe, C.N. (2017). Teacher classroom discipline and sustainable development in public secondary School in Imo State, international Journal of students in Education.
- Afforma, G.C. (2014). Approaches to curriculum Development in Nwagwu, N.A. and Ivovu, U.M.O. (ed) Education in Nigeria.
- Omolewa J.I. (2018). The challenge of education in Nigeria Ibadan, Ibadan University Press.
- Ejeke, E.C. (2006) Assessment of Primary School pupils' academic achievement in Enugu State, master theses Nnamdi Azikwe University, Awka, Anambra State.
- Palmer B. (2000) 10 benefits of television, retrieved 12<sup>th</sup> July, 2014 from <http://www.mademanten/mm/w-benefitstelevision.html>.
- Shaaki D.B. and Onu, F.M. (2021). The teaching profession thoughts, principle and practices academic press Makurdi.
- Utulu, R.E. (2012). The Curriculum and the teacher: Theory and practice, Salters Academic Ltd. Nigeria.