

INFLUENCE OF PROFESSIONALISM MANAGEMENT ON TEACHER'S PERFORMANCE AMONG UNIVERSITY STAFF IN KWARA STATE

BY

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Abstract

The study examined management of professionalism on teacher's performance among university staff in Kwara State. The study was carried out purposely to evaluate the relationship between teacher's professionalism management and teacher's performance in the classroom and also examined the significant impact of continuous professional development on the performance of teachers. Survey method of research design was used with the population consist of all lecturers in the University of Ilorin using simple random sampling, a sample of 198 respondents were selected. The data obtained from the survey was analyzed using regression method. The findings clearly indicated that there is a strong positive correlation between teacher professionalism management and their performance in the class room; it also shown that teachers' professional development training enhances teachers' performance in the classroom positively with coefficient values; $r=0.62$, $r=0.72$; $P < 0.05$ respectively. The study recommended that teachers' professionalism management has positive magnitude impact on their performance, therefore teachers should strive by engaging in frequent and continuous training and development in the area of their specialization to enhance their performance in the execution of their duties in classroom.

Keywords: Professionalism Management, Teacher's Performance

Introduction

The qualification processed by a teacher does not qualify such as a professional that guarantee the students success in the classroom, rather ability to display the real altitude of such professionalism. The impact of continuing professional development of teachers is made more profound, because "teachers do not enter the classroom as a finished product" (Clotfelter & Ladd, 2004) that is, when new teacher first enter the classroom, they do not possess all the knowledge and skills they will need to become highly effective. It is with experience, practice, assistance and training that novice can learn and improve to become better teachers. Therefore, through continuing professional development, teachers acquire new concepts, ideas and knowledge to enhance their professional skill and competence which in turn improves the general quality of educational service delivery. The question that may arise therefore is not weather continuing professional development is necessary or not, but how are they provided in terms of approaches adopted in order to ensure their effectiveness in enhancing the quality and effectiveness of the teachers in the classroom? Most teachers may have been exposed to one form of continuing professional development programme or the other, the effectiveness of such programmes has been severally questioned. For instance, Clotfelter and Ladd, (2014); Lewis, (1999) criticize traditional approaches to teachers professional development (e.g. workshop, conferences) for being relatively effective.

A teacher must pay attention when building the self esteem of each and every student, while sharing and carrying student along during the class work. A lot of approaches are been display today by some teachers in the classroom to avert it. According to the authors, traditional approaches are usually short termed; they lack continuity through adequate follow-up and ongoing feedback from experts; thy typically isolated from participants classroom and school contexts; and they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues Effective continuing professional development programmes for teachers, there should

therefore be a well structured, well-coordinated and detailed programme that will focus on specific areas of need of the practicing teacher, the content of the programme should include methods of teaching, Students' assessment, use of educational technology for instruction, co-operative learning in the classroom and in-depth study of the subject area among others.

Of all the ingredients that are needed to improve the quality of teachers, continuing professional development has been observed to be a major factor Clarke, (2005) Clotfelter and Ladd, (2004) Lewis, Parsad, Carey, Baftfai and Westar (1999) continuing professional development does not only expose the teachers to all the needed knowledge and skills that will make them to become highly effective as well as cope with modern day challenges of the teaching profession, it also help them to update already acquire knowledge. It is obvious that teachers are essential in the entire education system of any nation. They are the pivot on which education wheels revolves. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. The fact remains that teaching and learning depends on the teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teacher's members, quality and devotion that rest the effectiveness of all educational arrangements, development and growth. Even the educational planners may have the best educational policies and designs on earth, the government may vote the largest sum of its revenue to education, but the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policy into action and principle into practice in their interactions with their students. Ukeje (1996) supported this fact when he stated that education unlocks the door to modernization, and added that it is the teachers who hold the key to that door. Afe (1992), states that the realization of the educational objectives depends on the quality and quantity of the available man power. This can be influenced by the ability of adequate training and retraining programs for those about to teach and those already teaching respectively. Hence, the efficiency of teacher training should be main determining factor to the success or failure of education to meet the country's needs.

Statement of the Problem

Education is the bedrock of national development, and the best teachers play a crucial role in the outcome and development of the educational sector in Nigeria. Teacher's professional management involves change that has to be inculcated by the teacher in the area of specialization or focus in order to aid better performance in the classroom. The teacher therefore needs to understand and accept the change so as to function effectively as well as meet up with the present and future challenges of his or her profession. One major way of doing this effectively is through continuing professional development. However, many teachers have failed to enhance continuous professional development that will bring a better performance in the classroom, due to the fact that some teachers feel that continuing professional training will require more resources and even not be recognized in the institution where they belong. It has also been observed that not all types of continuing professional programme are effective to enhance teachers' performance in the classroom, not just any conference that are not relevant to one discipline, workshop, certificate programmes etc. The problem of this study therefore is to determine, if Nigerian teachers undertake continuing professional development what will be the effect? Does continuous teacher's professionalism management significantly influence the performance in classroom? Therefore the relationship between teacher's professionalism and performance remains the basic focus of this study that needs to be examined.

Objectives of the study

The main objective of the study is to examine influence of teacher's professionalism on teacher's performance in Nigerian universities. Some other specific objective is as follows:

1. To evaluate the relationship between teachers professionalism management and teachers performance in the classroom

2. To examine the impact of continuing professional development management on the performance of teachers.

Research Questions

This study seeks to provide answers to the following research questions:

1. Does teacher's professionalism management have any significant influence on teacher's performance?
2. What are the impacts of continuing professional development on the teacher's performance?

Literature Review

Concept of Teachers Professionalism

Teacher professionalism is defined as the acquired knowledge, training, skill and regular practices that required of a teacher to be referred to as effective tutor. The growth in teaching assistant today has been accompanied by marked changes in the nature of their assigned responsibilities. National development all over the world has continued to be intricately tied to educational development in which the teacher is the critical element. It is most likely that it is for this reason that Jekayinfa (2005) posited that the training and production of the manpower needed for the attainment of national objectives should be framed on the quality and quantity of teachers. The quality of a teacher is dependent on his or her preparation for professional role as a distinct practitioner. This is his or her professional development as against the training which is a preparation of an individual to undertake relatively routine tasks. If teachers are to make real contribution to the equity agenda as well as the standards agenda, they must work actively with other committed to teaching for a just society (Gale & Densmore, 2000, 2003). A continuous professionalism development brings about positive changes to the affected individual and the entire students in the environment where such teacher finds himself/herself. The training is the policies and procedures designed to equip prospective teachers with the knowledge, attitudes and skills they required to perform their task effectively in the classroom, school and wide community. With regard to the issue of supply and demand of teachers, Afe (1991) stated that next to students are teacher as the largest most expensive and crucial input of an educational system. This fact is also viewed by the government who in various documents recognized the central importance of teachers in educative process, Adodo (1998). Based on the conviction that education is a tool for empowering the people of a nation and also the best legacy and nation can bequeath to its citizenry, this fact had lead Nigerian government to decide to make education available and affordable to its citizen. Education is the most powerful instrument for social progress. It is the greatest power yet known to man for his own improvement. It is defined as the aggregate of all the process by means of which a person develops abilities, skills and other forces behaviours of positive, and sometimes of negative value in the society in which he lives Fafunwa (1982).

Education is a tool used for the integration of the individual into the society so that he can achieve self realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress, Afe (1995). Teachers are the heart and soul of the educational enterprises, indeed, the life of the school system depends on them. Teachers belong to the profession which has the only potential of determining the social economic, political and moral destiny of every Nigerian citizen this fact underscores the necessity for teacher education to be perceived as a sacred duty that must be toyed with if teaching must fulfill its divine professional mandate of cultivating generations of highly responsible disciplined and useful Nigerians. However, teacher education should be regarded as the bedrock for national development. Talabi (1985) Bifarin (1986) Afe (1995) the major problem facing the nation has been that of getting teachers of good quality. For teacher quality to rise above the educational system, a strong teacher education program is required. On this note that the federal government planned and implemented teacher education program using conventional and non-conventional training method, the national policy of education (1981), states that teacher education will continue to be given a major emphasis in all our educational planning because no education can rise above the quality of its teachers. Also, the national teacher's institute organizes programmes in-service training of practicing teachers. Opportunities will be

provided so that every teacher at regular intervals will undergo in-service training. Similarly, in 1999, the teachers registration council of Nigeria was established which immediately embarked on the registration of professional trained teachers at the start towards getting rid of non-professionals in the sector. Despite these efforts, it appears very little progress has been achieved when we begin to talk about the teaching profession in Nigeria. Teachers are poorly motivated and dissatisfied with their living and working conditions Adelabu, (2005).

Recent discoveries revealed that, prior to independence, teaching was considered by almost all sections of society as the highly respected profession. Teachers played key leadership roles in local communities and acted as role models. However, after independence, when the demand for educated labour grew rapidly, many teachers left the profession to take up jobs elsewhere in the public and private sector. According to Obanya (1999) this marked the beginning of the teachers motivating crisis in Nigeria, as the public began to look on those teachers who remained in the classroom as second class public servant. The growing tendency for school leavers to opt for teaching appointment only depend on if they are unable to find other more lucrative public or private sector employment further compounded this problem of lowered professional status Taiwo, (1984). Recently Owusu (2004) the leader of the accreditation team of National commission for colleges of education remarked that the teaching profession in Nigeria had been relegated to the background and that teaching is not accorded the respects it deserves. As elsewhere, many factors affected teachers' motivation and job satisfaction levels in Nigeria. Adelabu (2005) classifies these factors according to three main categories, namely job context, job content, and reward system.

The Challenges facing the Teaching Profession

The research focuses on the key determinant of job satisfaction among teachers in Nigeria, the under listed challenges among others were identified to be the major problems bedeviling the teaching profession:

1. Low wages when compared with other professions
2. Lack of career advancement opportunities
3. Imbalance teachers/ students ratio
4. Poor work environment
5. Inadequate fringe benefits
6. Poor infrastructure facilities

According to the study, these factors or conditions are responsible for low teachers' morale and the difficulty in attracting and retraining quality personnel into the teaching profession.

Need for professional development of teachers

The needs for professional development from the perspective of Louise (2008) are;

- Survival of academic status-quo must be sought through developing a sophisticated academic workforce which can applied individual skills and knowledge.
- Motivating and stimulating the knowledge of teachers implies refine a new approach to human resource development.
- A new global economy reinforced by the information and telecommunication revolution has changed the nature of the role expectations of the academic staff.

The studies in the literature indicated that a lot of measurement and cross examinations have been taken place in determining the influence of teacher professionalism on their classroom performance, but in addition, to this study also establishes the continuous process of self development and management of the professionalism as the case may be in area of specialization of the teachers. Also teacher are mostly treated as only primary and secondary tutors but this study also equivalent teacher as those who teaches to impact deep knowledge on students in tertiary institution

which mostly refer to as lecturers. Educating students in knowledge for future impartation beyond only just to lecture but teaches for better understanding especially in this area of the world where education is growing gradually in arithmetic progression. This study therefore seeks to close the gaps by examining the influence of teacher's professionalism continuous management on class room performance in the University of Ilorin, Kwara state Nigeria.

Methodology

Research Design

The study employed quantitative approaches. It utilized a cross-sectional sample survey design with close observation. Enon,(1998).This method helps to obtain information about from the respondentexperience, perception, feelings, believe and opinion.

Population of the study

The study population includes the lectures of the University of Ilorin. The list of all the Lecturers in university of Ilorin served as the sampling frame out of which sampling unit was Identified. The individual Lecturer in the university such as the Graduate Assistant, Assistant Lectures, Lecture I, Lecture II, Senior Lectures, Associate Professor, and Professors were used as sampling unit for the study.

Sample size and sampling technique

The method applied to select the sample size was the proportional allocation method of the random sampling technique. Twumasi, (2001) has argued that under random sampling the entire population is divided into meaningful portions. The simple random sampling method gives each person in the population an equal chance of been chosen. The university has a total number of 15 faculties and 86 Departments. (www.unilorin.edu.ng) Therefore to get the accurate sampling size, average of the Lecturers in all the faculties are 998. A sample of 20% was taken to get the sampling size. The researcher therefore, administered 200 copies of questionnaire on the selected respondents and 198 copies were filled and returned.

Method of Data Analysis

Data collected were analyses through both descriptive and inferential statistics. Frequency counts and its percentages were used and Pearson Product Moment Correlation and Regression analyses were also used.

Results

Table 1Analysis of Questionnaire Distribution

Questionnaires	Frequency	Percentage (%)
Returned	198	99
Non- Returned	2	1
Total	200	100

Source: Field Survey, (2016).

The table 1 indicates that 200 copies of questionnaire were administered to the respondents, 198 representing 99 percent were appropriately filled and returned. Only one percent of the questionnaire was not used in the analysis.

Table 2. Distribution of the Respondents Status.

Status	Frequency	Percentage (%)
Graduate Assistant	6	3.0
Assistant Lecturer	21	10.6
Lecturer II	77	38.9
Lecturer I	41	20.7
Senior Lecturer	29	14.8
Association Professor	15	7.6
Professor	9	4.5
Total	198	100.0

Source: Field Survey, (2016).

From the above table 3.0% are Graduate Assistant, 10.6% are Assistant Lecturer, 38.9% are Lecturer II, 20.7% are Lecturer I, 14.8% are Senior Lecturer, 7.6% are Association Professor and 4.5% are Professor

Objective One: To evaluate the relationship between teachers professionalism management and teachers performance in the classroom.

Table 1: correlational analysis of Teachers ProfessionalismManagement and Teachers performance in the class room.

	TeachersProfessionalismManagement	Teachers Performance in the classroom
Teachers ProfessionalismManagement	1	.621
Teachers' Performance in the classroom	.621**	1

** Correlation is significant at the 0.01 level (2-tailed)

Researcher's computation using SPSS 20.0 version.

Table1 depicts that the variables was statistically significant at 95% confident limit. The Table shows that there is a positive relationship between Teachers Professionalism Management and Teachers performance in the class room. The indicated relationship is positive correlation between the variable measured. The result is statistically significant at sig = 0.01, $p < 0.05$. Therefore, the study concluded that Teachers Professionalism Management has positive correlation with Teachers performance in the class room.

Objective two: To examine the impact of continuing professional development management on the performance of teachers.

Table 2: standardized Regression Analysis of continuing professional development management and performance of teachers.

Null hypothesis Ho	R square	F	Sig.	Decision
That continuous professional training does not enhance Teachers job Performance in the classroom.	.721	127.531	0.01	Reject Ho

Predictor (constant) Teachers Performance in the classroom.

Source: Researcher's computation using SPSS Version 20.0 (2016).

The model summary Table 2 gives the R^2 (0.72). This shows that there is strong positive moderate impact of continuing professional development management on the performance of teachers.

Thus this model is predicting 72% of the variance in performance of teachers using all predictors construct. Meaning that 72% of the variance in the performance of teachers is determined by continuing professional development management. The result is statistically significant at $P < 0.05$, $Sig = 0.01$. Therefore, the study concluded that continuous professional development management impacts the performance of the teachers in the classroom positively.

Conclusion and Recommendations

The study found that there is a positive relationship between teachers' professional development and teachers performance in the class room. The findings in showed there is a positive relationship between teachers professional development and teachers performance in the class room (about 62%). This means that there is strong positive correlation between the variables measured. The more the teacher develop their carrier in area of their specialization the better the understanding and result obtained by students in the classroom. Also, that continuous professional training enhances teachers' performance in the classroom. The study concluded that teacher's professionalism has great impact on their performance. The outcome supported the finding of Maqsood, Ishtiaq, Maqsood, Ahmed and Qamar ud Din (2012), Olaleye(2013). Therefore teachers should strive on engaging in frequent and continuous training and development to enhance their performance in the execution of their duties in the classroom. Regular training, attending relevant workshop, conferences will enhance the performance of the teacher.

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