TRNC

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF EDUCATIONAL PROGRAMS AND INSTRUCTION

THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE TEACHERS PROFESSIONALISM AND SCHOOL PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN YOBE STATE, NIGERIA

MA THESIS

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Nicosia

June, 2021

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Approval

We certify that we have read the thesis submitted by **ABDULLAHI GARBA** titled "**THE RELATIONSHIP BETWEEN ENGLISH LANGUAGE TEACHERS PROFESSIONALISM AND SCHOOL PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN YOBE STATE, NIGERIA**" and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Educational Sciences (MA).

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Prof. Dr. K. Hüsnü Can Başer

Declaration

I hereby declare that this study is my thesis study. I hereby declare that all information in this thesis has been obtained and presented by academic rules and ethical conduct. I also declare that, as required by those rules and conduct, I have fully cited and referenced all material and results that are not original to this thesis. I hereby declare that the Near East University, are allowed to store and make available electronically the present dissertation of my work.

Abdullahi Garba

Date: ………………………………………..

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Acknowledgements

Dedication

This thesis is dedicated to my parents.

Abstract

The Relationship Between English Language Teachers' Professionalism And School Performance Of Senior Secondary School Students And In-Service Teachers In Yobe State, Nigeria

Abdullahi Garba

MA. Department of Educational Programs and Instruction
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Teacher professionalism entails English Language teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking, this study aimed to determine the relationship between English Language Teachers Professionalism and School performance of Senior Secondary students in Yobe state Nigeria. Based on (1) English language teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking. (2) English Language teacher competence and School performance of Senior Secondary Schools. (3) Teacher professional commitment and School performance of Senior Secondary School Students. (4) Teacher conscientiousness and School performance of Senior Secondary School Students, (5) Teacher community spirit and School performance of Senior Secondary School students and (6) Teacher critical thinking and School performance of Senior Secondary School students in the Yobe state of Nigeria. Stratified random sampling technique was applied to sample 18 senior secondary schools out of 47 Senior Secondary Schools (32%) owned by Yobe State government, Nigeria across three zonal inspectorate divisions within the state through a questionnaire containing 50 items about teacher's professionalism were distributed to one hundred and seventy-five (175) English language teachers across the 18 sampled secondary schools filled and returned. From the objectives stated teachers' competency assessment form results were weak. The Data was analyzed using descriptive statistics and hypothesis testing of independent

sample test of Mann Whitney Test and One Way Anova of Kruskal Wallis Test. The descriptive statistics assisted in defining the variables using simple percentages with frequency, mean, standard deviation, median, minimum and maximum. Based on descriptive outcomes the response result for males was higher compared to the female response. More participants were from the age group 35 to 44. Many of the participants were permanently employed and the majority of them are serving between 1 to 9 years with the highest qualification in NCE/PGD. Despite this the only variable with two groups was gender and Mann Whitney test aid the performance of the analysis, which the data, revealed there was no statistically significant difference between years in service among gender group P (0.202) > alpha (0.05). ANOVA analysis uses more than two variables in this study to compare their mean difference, which demographic status for years of service with employment showed insignificant difference P (0.116) > alpha (0.05), also there was no significant difference between years of service among qualification P (0.171) > alpha (0.05). Teacher competency assessment showed all the p-values are greater than alpha (P > 0.05), indicating the insignificant difference between years in service among all the variables (B1, B4, B7 and B9). Also, teacher professional commitment p-values showed years in service was insignificant (p > 0.05) among all the variables (C1, C3, C6, and C9).; Considering some factors that decrease teachers' level of academic success in class, a sample curriculum has been designed. The sample curriculum for in-service teacher training is suggested to improve teachers' personal and professional development, and also it was suggested that the government should find the real causes of the low performance of students in SSCE and offer a lasting solution to it since these are not related to teacher professionalism which is the main focus of the study.

Keywords: school performance; professionalism; senior secondary school examination; English teachers; teacher competence.

Öz

Nijerya, Yobe Eyaleti'ndeki İngilizce Öğretmenlerinin Profesyonelliği Ile Lise Son Sınıf Öğrencilerinin Okul Performansı Arasındaki Ilişki

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Haziran 2021. 114 sayfa

Öğretmen profesyonelliği, İngilizce öğretmeni bağlılığı, öğretmen topluluk ruhu ve öğretmen yeterliliği, öğretmen farkındalığı, öğretmen eleştirel düşünme becerilerini içermektedir. Bu çalışma, Nijerya'nın Yobe Eyaletindeki İngilizce Öğretmenlerinin Profesyonelliği ile Lise Son Sınıf Öğrencilerinin Okul Performansı arasındaki ilişkiyi belirlemeyi amaçlamıştır. İngilizce Öğretmeni yeterliliği ve lise son sınıf öğrencilerinin okul performansına, Ortaokul son sınıf öğrencilerinin okul performansı ve öğretmen bağlılığına, Ortaokul son sınıf öğrencilerinin okul performansı ve öğretmen farkındalığına, Ortaokul son sınıf öğrencilerinin okul performansı ve öğretmen topluluk ruhuna, Ortaokul son sınıf öğrencilerinin okul performansı ve öğretmen eleştirel düşünme becerilerine yönelik ilişki belirlemeyi hedeflemiştir. Çalışmada Yobe Eyalet hükümetine ait 47 liseden (%32) 18'ini örneklemek için tabakalı rastgele örnekleme tekniği kullanılmıştır. Nijerya'da eyaletinde öğretmenin profesyonelliği hakkında 50 madde içeren bir anket aracılığıyla, örneklenen 18 lisede yüz yetmiş beş (175) İngilizce öğretmenine anket gönderilerek veriler toplanmıştır. Veriler, Mann Whitney Testi ve One Way Anova of Kruskal Wallis Testinin bağımsız örneklem testinin tanımlayıcı istatistikleri ve hipotez testleri kullanılarak analiz edilmiştir. Anket değerlendirme sonuçlarına göre öğretmenlerin yeterlik değerlendirme formu sonuçları zayıf çıkmıştır. Tanımlayıcı istatistikler, frekans, ortalama, standart sapma, medyan, minimum ve maksimum ile basit yüzdeler kullanılarak değişkenlerin tanımlanmasına yardımcı olmuştur. Çalışmaya katılan erkek öğretmenlerin yanıtları çalışmaya katılan kadın öğretmenlerden daha fazla olmuştur. Çalışmaya katılan öğretmenlerin genellikle 35 ila 44 yaş grubunda olduğu ve çoğunun sürekli öğretmen olarak istihdam edilmiş olarak NCE/PGD'de en yüksek yeterliliğe sahip 1 ila 9 yıl arasında hizmet vermekte olduğu anlaşılmıştır. Buna rağmen, iki grup arasındaki tek değişkenin cinsiyet olmuştur. Mann Whitney testi, analizin performansına yardımcı olmuş ve verilerin, cinsiyet P (0,202)> alfa (0,05) ve hizmet yılları arasında istatistiksel olarak anlamlı bir fark olmadığını ortaya koymuştur. ANOVA analizi sonuçlarına göre hizmet yılı ile istihdam için demografik durumun önemsiz fark gösterdiği ortalama farklarını karşılaştırmak için ikiden fazla değişken kullanılmıştır, P (0.116)> alfa (0.05), ayrıca yeterlilikler arasında hizmet yılları arasında anlamlı bir fark olmadığı. P (0.171)> alfa (0.05) ortaya çıkmıştır. Öğretmen yeterlik

değerlendirmesi, tüm p-değerlerinin alfadan büyük olduğunu göstermiştir (P> 0.05). Bu bulguya göre tüm değişkenler arasında (B1, B4, B7 ve B9) hizmette geçen yıllar arasındaki farkın önemsiz olduğunu göstermektedir. Ayrıca, öğretmen mesleki bağlılığı p değerleri tüm değişkenler arasında (C1, C3, C6 ve C9) hizmette geçen yılların önemsiz olduğunu (p > 0.05) göstermiştir. Öğretmenlerin dersteki akademik başarı düzeylerini düşüren bazı faktörler göz önünde bulundurularak örnek bir öğretim programı tasarlanmıştır. Öğretmenlerin kişisel ve mesleki gelişimlerini geliştirmek için hizmet içi öğretmen eğitimi olarak önerilen örnek müfredatın ve ayrıca hükümetin SSCE'deki öğrencilerin düşük performans göstermesinin gerçek nedenlerini bulması ve çalışmanın ana odak noktası olan öğretmen profesyonelliği ile ilgili olmaması nedeniyle buna kalıcı bir çözüm önermesi için daha ileri çalışmalar yapılması önerilmektedir.

Anahtar Kelimeler: okul performansı; profesyonellik; son sınıf ortaokul sınavı; İngilizce öğretmenleri; öğretmen yeterliliği.

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List of Abbreviations

ANOVA – Analysis of Variance

ASUU – Academic Staff Union of Universities

B.ED. - Bachelor of Education

B.Sc. ED – Bachelor of Science Education

CEFWA – Collaboration of Education Faculties in West Africa

CERT -   Certificate

DIP - Diploma

ESL – English as Second Language

FRN – Federal Republic of Nigeria

GCE – General Certificate Examination

GPA – Grade Point Average

HND – Higher National Diploma

IQ – Intelligence Quotient

M.Sc. – Masters in Science

MA – Masters in Art

NABTEB – National Business/Board for Technical Examination Board

NAEP – National Assessment for Education Progress NBA – Nigerian
Bar Association

NCE – Nigerian Certificate in Education NECO
– National Examination Council NEO-PI-R –
Neo Personality Inventory Revised NMA –
Nigerian Medical Association NPE – National
Policy on Education

NUT – Nigerian Union of Teachers

OND – Ordinary National Diploma

PGD – Post Graduate Diploma

PTA – Parents Teachers Association

SAPP – Special Access Program

SD – Standard Deviation

SIWES – Students Industrial Work Experience

SPSS-Statistical Package for Social Sciences

SSA – Sub Saharan Africa

SSCE – Senior School Certificate Examination

TCI – Teachers Conscientiousness Instrument

TCSI – Teachers Community Spirit Instrument

TCTI – Teachers Critical Thinking Instrument

TESOL-Teaching English as Second Language

TOUP – Test of Understanding Physics

TPAQ – Teachers professional attitude questionnaire

TPCI – Teacher Professional Commitment Instrument

TRCN – Teachers Registration Council of Nigeria

WAEC – West African Examination Council

WASSCE – West African Senior School Certificate Examination

CHAPTER I

Introduction

Introduction

The Aim and concern of every society in the world is to drastically reduce illiteracy in modern civilizations through educating its citizens, to attain development goals, this is because education is one of the most important indices in determining whether a country is developed or developing. Education is a critical component of any society's growth and it is, in fact, a tool that a society can utilize to tackle its issues. Nigeria is trying to improve the quality of literacy among its population by guaranteeing that every member of society has access to western education to be classified as a developed country.

Teaching has been for series of a long time, before the advent of curriculum, more than before, the teaching and learning have been grossly shifted towards learners independent and teacher being a tutor, facilitator, and order of learning process. Learning and teaching are learner-centered and flexible, being improved by the advent of technologies. In this new changing educational reality and teacher training in-service is the main way to assist teachers in sustaining developing, their teaching professionalism.

The essence of in-service teachers' training is to update their knowledge, skills, and methodologies in teaching professions as well as improve mastering of subject matter especially in the area of field of study.

A professional is an individual who has specialized knowledge that equips him or her with the essential sound scientific foundations and mental skills of N4R such professions like teachers, lawyers, and medical practitioners who are trained in a specific field of knowledge (Jekayinka, 2005).

Teacher professionalism refers to those teacher characteristics such as competency, commitment, conscientiousness, community spirit, and critical thinking. They describe the way or process that a teacher is prepared to teach effectively in the classroom. It described the teacher's acquired knowledge of subject matter and skillful application of teaching pedagogy in the classroom situation. Teacher professionalism is made up of five components namely teacher competence, teacher

professional commitment, teacher conscientiousness, teacher community spirit, and teacher critical thinking (Babalola, 2011). These components are of significance to the education they are likely to influence the role of a teacher and his or her pedagogy this may in turn affect the students' ability to learn and perform effectively in the classroom.

Background of the study

There have been numerous outcries about secondary school students' poor performance in senior certificate tests, with a particular focus on the English language. In reality, the government, educational agencies, institutions, and concerned parents condemn their children's poor performance in these exams yearly. Given the importance of the English language in educational growth, poor performance, particularly in the English language becomes immensely concerning to stakeholders. For example, in most countries, including Nigeria, admittance to higher education is difficult and unattainable without a pass in English (Khabyr, 2015).

In Nigeria's curriculum majority of time is allocated to English and mathematics subjects, but poor performance in the English language and mathematic arouse people attention. In practically all government secondary schools are typically the first courses to be taught this subject (National Policy on Education, 2014). Even though English is the country's official language, students in the country frequently fail it. This could be due to a lack of attention paid to it, a lack of reading and writing English, or a bad attitude student's hold toward the subject (Nijie, 2013). With the lack of trained teachers, as well as the secure environment in schools and modern learning facilities, members of the environment converse in vernacular in this regard (Nijie, 2013).

Shukla (2009) opined that Education is the most impressive instrument whose compelling use requires the strength of will, committed work and penance. Since this instrument is in the possession of instructors, it should have certain characteristics for its powerful use. Education creates advisable skills, habits, and attitudes which make an individual a productive member of society.

According to the report, the main causes of many failures in Yobe State include a lack of competent language teachers, bad infrastructure, curricular, and students' attitudes about learning in general (Abdurrahman, 2012).

The National Policy on Education (NPE 2004) completely expresses that since no instruction framework may transcend the nature of its educators, instructor schooling will keep on being given significant accentuation in all educational planning and advancement. By extension, no level of societal development can rise above the level of its education. Thus, low teacher quality leads to low educational quality and eventually leads to low societal development.

Secondary education in Nigeria is a vital part of the educational system as defined by National Policy on Education NPE (revised 2014), secondary education is described as the education people obtain after primary schools and right before the tertiary school's education. It is after secondary education that students proceed to higher education to pursue careers of their choice. Section 5 of the National Policy on Education (2004; 2014) spells out the objectives of secondary education in Nigeria which are vital to national development as to prepare the individual for:

A. Beneficial living inside society and tertiary education.
B. Offer all primary schools with the opportunity for education to tertiary level regardless of their sex, ethnic background, religious or social status;
C. Provide expanded curriculum to cater for the differences in opportunities, talent, and future parts;
D. Offer qualified manpower in the applied technology, science, and commerce at sub- professional rankings.

The objectives of secondary education as described above depend upon the competence and commitment of secondary school teachers. Over the years, there have been complaints of low quality of secondary education in Nigeria especially public examination bodies like West African Examination Council (WAEC), National Examination Council (NECO) and employers of labor (WAEC 2008) results for the years under review indicate that out of 1588 candidates who sat for 2008 WAEC exams in six secondary schools, only 4 (0.3%) scored up to five credits, qualified for admission into tertiary institutions. Similarly, out of 1514 candidates who sat for 2009 WAEC SSCE in six secondary schools, only

four (0.3 %) candidates scored five credits. In 2010, 1540 candidates sat for SSCE exams but only 22 (1.4 %) scored five credits. In the year 2011, only ten (0.5 %) candidates scored five out of 1707 who sat for the exams from six schools. Based on the above background this study is to find the relationship between English language teachers professionalism and senior secondary school student academic achievement in Yobe state Nigeria.

Problem Statement

Education is a prerequisite for any sustainable development in every human society. Secondary education is an important segment of any educational system because it is a bridge between elementary and higher education. Several years of neglect have rendered instructors ineffective in all sections of the Yobe State educational system, worsened by a lack of attention to policy frameworks within the sector and severe infrastructure deficits at all levels of education. Teachers' ineffectiveness, according to (Kajo, 2011) can be due to a poor physical environment and poor school working conditions. If these issues are not addressed, they will not only reduce teacher effectiveness but will also have an impact on student's academic achievement and may have a detrimental impact on the state's development. Yobe State is one of the educationally disadvantaged states in the federation. As noted by Yobe state Economic summit (2008) secondary school performance in Yobe State is not commensurate with the huge resources invested in education as claimed by the Yobe State government.

Yobe State is one of the third generations of states in Nigeria created out of Borno State in 1991. Records of secondary school examination results in Yobe State in recent years seems to indicate low performance in 2008, 2009, 2010, 2011 and 2012 in WAEC SSCE Examinations. Less than 20% of the teachers teaching at the senior secondary level in Yobe state are qualified to teach at this level of education as disclosed by the education team of the Yobe State Economic Summit report (2008). In its submission; The Education Team of Yobe State Economic Summit (2008), reported that:

The total academic staff strength in the state was 3,206 as of the year 2003, out of which only 556 (17.34%) were university graduates. Others had HND, OND and NCE as their qualification in addition to those that do not possess any of the stated qualifications. Ideally, it is requiring that teachers who

teach in secondary schools be university graduates. In short, the secondary schools in the state do suffer from a lack of adequate qualified teachers.

The continued poor performance of candidates in both internal and public examinations is a source of concern to teachers, school administrators, parents and citizens of the state. Nearly every child is allowed to proceed to senior secondary school at the end of his or her completion of junior secondary education. At the end of their senior secondary education, these students are anticipated to sit for the senior high school certificate examination structured by the National Examination Council (NECO) and West African Examination Council (WAEC).

These examinations are what qualifies a student to get admission into tertiary institutions in Nigeria. A minimum of five credits (including English) is the requirement for admissions into various courses of studies irrespective of whether science or arts. For the last five years (2008-2012), candidates from Yobe State secondary schools seemed to have been performing poorly in these examinations thereby failing to fill in the admission quotas given to Yobe State applicants in the nation's tertiary institutions especially the Universities. The sources made available to the researcher from Yobe State Education Resource Centre, Damaturu, indicated that, out of 1,588 candidates in six schools who sat for the 2008 WAEC examination, only four (0.3%) scored up to five credits in general subjects. In 2009, 1,514 candidates sat for the SSCE in six schools but only four (0.3%) scored up to five credits. Similarly, 1,540 candidates sat for SSCE from six schools in 2010 but only twenty-two (1.4%) scored up to five (5) credits. The year 2011 also recorded ten (0.5 %) candidates with up to five (5) credits out of 1,706 that sat for SSCE from other six schools in Yobe State.

The Poor performance of the students result in massive failure in Yobe state, does the problem lie with the teacher competence, professional commitment teacher conscientiousness, critical thinking or teacher community spirit aspect of a teacher? This study was intended to examine the relationship between these variables and the School academic performance of senior secondary school students in Yobe State, Nigeria.

The trend of the studies done concerning the performance of secondary schools in Nigeria generally and in Yobe State in particular (Gangka 2008, Ballah, 2011, Adamu, 2011, and Garba 2012) show that numerous studies have been done but little attention, if any has been given to the relation between

teacher professionalism and school performance of senior secondary school students academic achievement. Teacher professionalism includes those traits or variables that teachers' exhibit concerning their interaction with students both outside and in the classroom situation to enhance students' learning. This study intended to discover more and analyze these relationships with close references to the variables of teacher competence, professional commitment, conscientiousness community spirit and teacher critical thinking of English Language teachers and determine whether any of these have any significant relationship with the educational achievement of senior secondary school students in the Yobe state of Nigeria.

Objectives of the study

The study was aimed to ascertain the relationship between English Language teacher professionalism and secondary school student's academic performance in the Yobe State of Nigeria through subheadings: -

i. To determine the English Language Teacher professional commitment, competence, conscientiousness, community spirit and teacher critical thinking on academic achievement on secondary school students in the Yobe State of Nigeria.

ii. To determine whether there is a significant difference between English language teacher's professionalism and their demographic characteristics.

Research Questions

To obtain data from the study three (3) research questions guided the study, because the study was quantitative specifically the following are the research questions;

Research question 1: What is the significant level between English language teacher's professionalism and their demographic characteristics?

Research question 2: How does an English language teacher's professionalism (competence, consciousness, community spirit, critical thinking) affect secondary school student's academic achievement in Yobe state?

Research question 3: What kind of in-service teacher training course can be suggested to teachers depending on their needs for teaching students to be successful in the exam they take?

Significance of the study

The outcome of this study is relevant to the following: Students, researchers, and governments all benefit from the findings of this study. This study could lead to a slew of crucial outcomes. Firstly, according to the researchers' knowledge, no such study has ever been conducted in Yobe state. As a result, this research will provide a comprehensive picture of what is going on in Yobe state secondary schools in terms of English language teaching and learning. Second, because the study is focused on proficiency and professionalism, it will provide a framework that other states can use to reduce the percentage of failure in the English language in the SSCE. Thirdly, and most importantly, the rate of dropouts in Yobe state's higher education institutions will be reduced as the number of English language fails is reduced. Furthermore, this research will promote better communication and understanding between students and teachers. On the other hand, professionalism in regards to the issues of teaching and studying English in secondary schools finally, the research will compel teachers to study and work hard to demonstrate their competence in their selected areas. After all, they now have the freedom to teach whatever aspects they want. Students will now have the unique opportunity to learn the English language from multiple teachers, which will expose them to the various teaching strategies that the different teachers may employ, as well as the different attitudes and personalities of the teachers, which will rub off on the students. Similarly, students would be able to avoid being taught incorrectly if they just asked the next English teacher questions about grey areas. Different points of view have been provided above, each with its justification. As a result, the findings of this study will support the current image of trends in Yobe state secondary schools.

Theoretical Framework

This study is based on David Kolb's learning type theory. Individuals process and understand things in different ways, according to this learning methodology. It means that how much people care about education has a lot to do with whether or not the educational experience is acquired to their learning style. The learning styles idea is based on research that shows how some factors, such as genes, upbringing, and some environmental demands, influence learning styles. Distinct

people have different ways of perceiving and processing information. Concrete and abstract perceivers are two types of perceivers. Concrete perceivers gather data through firsthand experiences, such as doing, practicing, acting, sensing, and feeling. On the other hand, abstract perceivers gather information through analysis and thought.

Conceptual Framework

The study was based on the "5Cs" professional commitment model" developed by Babalola (2011). Babalola developed this model from a review of literature on recent debates from 2000 to 2011 on the issue of teacher professional competence and commitment. He conceptualized five components of teacher professionalism. These components are teacher competence, commitment, conscientiousness, critical thinking, and community spirit. The five components start with "C" each, hence, name them as 5Cs professional model. The model is explained diagrammatically as shown in figure 1 below.
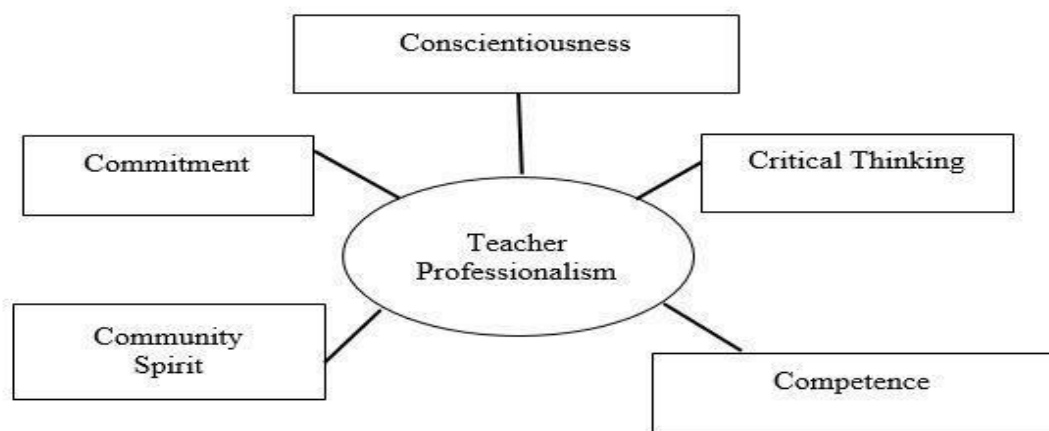
Figure 1. Components of teacher professionalism (Source Babalola, 2011)

Operational definition of terms

The following terms are operationally defined

School performance: - refers to grades obtained by students in WAEC/SSCE in form of Distinction, Credit, Pass, or Fail in the English Language.

Teacher commitment: - describes the secondary school English Language Teacher in tem1s of dedication to his/her teaching profession, conscientious to his/her responsibilities to parents, employer, students, community and the colleagues as measured by teacher Professional Commitment Instrument(TPCI).

Teacher Community spirit: - defined as good-natured, cooperative, caring, warm, courteous and trusting English Language teacher among community members as measured by Teacher Community Spirit Instrument (TCSI).

Teacher competence: - the secondary school English Language teacher's knowledge in terms of subject matter and pedagogy as measured by Teacher Competence Instrument (TCI)

Teacher Conscientiousness: - defined English Language teacher as dependable, hardworking, organized, self-discipline, and responsible as measured by Teacher Conscientiousness Instrument (TCI).

Teacher Critical thinking: - English Language teacher's behaviour is often displayed concerning thinking logically, analytically and opts for the best alternatives as measured by Teacher Critical Thinking Instrument (TCTI).

Teacher Professionalism: - refers to English Language teacher competence, commitment, conscientiousness, community spirit and critical thinking of the teacher.

CHAPTER II

Literature Review

This section of the study will present an overview of studies on teacher training, the characteristics and importance of teacher development, curriculum design for in-service teacher training.

2.0. Introduction

2.1. Secondary School Student attained exams in Nigeria

2.2 Teacher Professionalism and School performance

2.3 The concept Students' School performance

2.4 Teachers Professional Commitment and School performance.

2.5 Teachers Community Spirit and School performance.

2.6 Teachers Professional Competence and School performance.

2.7 Teachers Conscientiousness and School performance.

2.8 Teachers Critical Thinking and School performance.

2.9 Curriculum design

2.10 Summary of Literature Review and Uniqueness of the Study.

Introduction

In related curriculum- The relevance of training problems that affect teacher's professionalism in some schools in Yobe state, the teachers need the qualities of materials offered to support training and efficiency of the subject matter that is been designed and organized in the educational process for the betterment of the society to benefit, especially the students as well as for those want to be trained as professional bodies. (Stern & Stern, 2010).

A teacher needs to understand how the curriculum you are using in your school that was designed, curriculum design development, and assessment are central to teaching and learning in the classroom. In Nigeria there is a professional body called curriculum organization in the educational sector and national policy on education (NPE), however, all teachers need to be knowledgeable about their teaching profession, assessment, and designed curriculum if you are aware that various factors influence curriculum design, it will be very easy and you will be able to understand well how the content you are teaching and learning experience you are gaining to

which students are exposed (Prideaux, 2003). During their final year examination therefore this research will help to understand some methods and factors that contribute to curriculum design, such factors include:

İ.   Apply the effective teaching and learning that is relevant

II. Relate the educational system to technological ways

III. Relate the subject content.

The curriculum is a process that includes all the academic activities known as syllabi content and extra activities and experiences for students
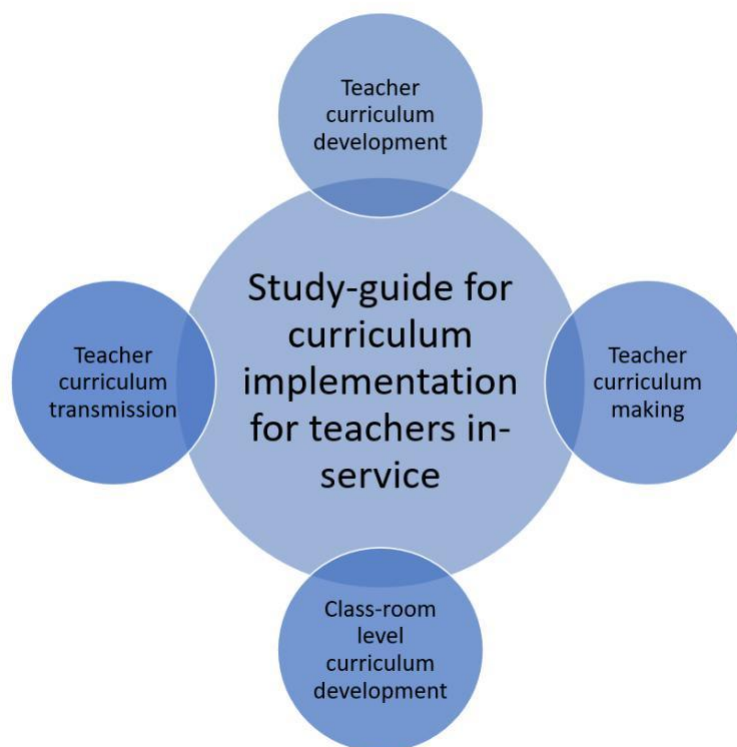
Figure 2. Curriculum Implementation

The above picture shows strategies in transmitting knowledge and guides as a single pedagogical instruction

Secondary School Student attained exams in Nigeria

The West African Senior School Certificate Examination (WASSCE) may be a sort of standardized test in West Africa. Understudies who pass the exam get a certificate affirming their graduation from auxiliary instruction. It is managed by the West African Examinations Board (WAEC). It is as it was advertised to candidates

dwelling in Anglophone West African nations. The scholarly school-leaving capability granted upon effective completion of the exams is the West African Senior School Certificate. The WASSCE tests four center subjects English, arithmetic, coordinates science, social considers, and three or four elective subjects.

Content of the Test

The West African Examination Council (WAEC) is an exam written by secondary schools' students at the end of their final year, from May to July. If candidates score credit they will be automatically offered admission to higher institutions. The WAEC consist of nine (9) subjects and English is a compulsory subject whether you are a science or art student, and the questions were organized by professional bodies from different areas from west African countries that constitute of sixteen (16) countries and its headquarter is in Ghana and Nigeria.

According to the National policy on education, the English language is compulsory for each student in secondary schools in Nigeria. The WAEC examination comprises easy, multiple-choice and orals questions. The exam consists of three-part; Section A, section B and section C.

Section A consist of 80 multiple choice questions and students are required to answer them in 1 hour, the score in this part consist of 40 marks.

Section B consist of 5 essay reading passage to test the students' competency, and the first question is compulsory comprehensive reading skills, the students are required to answer them in 2 hours, the score in this part consist of 100 marks, each question carry equal marks,

Section C is an Orals exam and consist of 60 multiple choice questions and students are required to answer them in 45 minutes, the score in this part consist of 30 marks.

Structure of the Test

There are two distinctive sorts of examination: WASSCE for School Candidates (May/June) is the Senior School Certificate Examination (SSCE) for school candidates. It is taken by last year understudies in senior auxiliary schools. They wear their particular school regalia. This examination is advertised amid summer (April to May), and the exams that come about are accessible by August.

WASSCE for Private Candidates (Nov/Dec), too known as Common Certificate Examination (GCE) or WAEC GCE, could be a private examination and regalia are not required but biometric enlistment is obligatory as within the previous. This examination is as it was advertised amid harvest time and it is ordinarily taken by auxiliary school leavers who need to redress insufficiencies in them comes about. Then comes about are accessible by December. Under the WAEC Stamping and Reviewing Conspire, the letters A to F are utilized to indicate how great a result is. Explanations: In other words, to urge an A in WAEC Arithmetic, you wish to score over 75% within the Exam.

School Candidates

September to November is the admission period, which lasts six weeks. School officials are obliged to register their students and post their registration information online. Continuous Assessment Scores, on the other hand, are sent to schools on CDs. Other details about the entering procedure can be found in the Notes for School Guidance that come with the admission documents. The completed entrance forms, along with evidence of registration fee payment at a specified bank, are to be submitted to the Council's Office in the school's region.

Private Candidates

From February to May, you can apply. For private candidates, registration is only available online. Candidates can visit the WASSCE website for further information on how to register for the exam.

Release of Results

The examination results are announced in July, allowing successful and qualified students to enroll in higher institutions at the start of the academic year. The schools that took part in the study receive a list of the results. Candidates with an access card can also check their results online at www.waecgh.org.

Review of Scripts

Scripts are retained for three months after results are released before being burned. Because the West African Senior School Certificate Test for school applicants is a school-based examination, a review of scripts for a fee is permitted

during this time. This is done at the request of the Head of School or an authorized representative of the school. By policy, the Council does not review scripts at the request of candidates, parents, guardians, or anybody claiming to function "in loco parentis."

Certificates

Individual applicants can pick up their certificates at their schools. Because certificates are only printed once, they are not replaced if they are lost or destroyed after they have been collected.

Teacher Professionalism and School performance

Teacher professionalism as a concept focuses on three main important ideas; Preparation, knowledge of topic matter or area and pedagogy. Teacher professionalism describes how the teacher is prepared, the knowledge of subject matter acquired and skilful application of teaching pedagogy in the classroom situation in such a manner that the outcome of such interaction would yield positive change to the learner. Babalola (2011) has identified five major variables that make up a teacher professional. These include competence, commitment, conscientiousness, community spirit and critical thinking. Teacher conscientiousness is defined as being dependable, hard-working, organized, self-discipline persistent and responsible teacher. Teacher community Spirit is defined as a warm caring, cooperative, courteous, good-natured and trusting teacher among community members. Teacher Critical Thinking refers to the ability of the teacher to think logically, analytically and opts for the best alternatives.

Suryanarayana and Luciana (2011), identified five skills or indices with which teacher professionalism can be measured namely:

1. Activity-based teaching: - abilities, concept teaching, practical Approaches and illustrations;
2. Child-centered practice: - pupils need individual differences, interpretation and child participation.
3. The teaching-learning process: - selection and presentation of teaching-learning, material Preparation and display.

4. Appraisal strategies: - describes test constructions and item analysis by the teacher.

5. Morale strategies: - interpretations, teaching strategies and creativities.

Teacher professionalism also includes a good relationship with colleagues, community and dedication to teaching as a profession. Teachers' ability to participate in the selection of instructional materials and knowledge of various evaluation techniques also form part of teacher competency.

Professional commitment describes the high standard of practice that one expects from a well-trained teacher. According to Haliday the traits for measuring professional commitment includes knowledge of the subject matter, abiding by a professional code of ethics that is belonging to a professional organization, legal recognition by the government and general public, freedom of practice, attending professional workshops and period of internship.

Babalola (2011) observed that Competency, commitment, conscientiousness, community spirit and critical thinking are five necessary ingredients for the success of secondary school education.

Burton (2005) explains academic achievement as the evaluation result of conventional directions in a cognitive area inside a characterized topic that is unequivocally educated. As per Burton formal guidelines convey with it the assumption that it will create recognizable change in the conduct of the individuals who are told. Academic achievement or performance is the Scholastic progress made by a student in his schooling output as determined through achievement tests. NECO and WAEC Senior School Certificate Examinations (SSCE) are normally considered as acceptable and standard being the external evaluation of school performance of the students in their final year of secondary education (Bukar & Ibi, 2005).

This evaluation determines the School performance and achievement of students in the cause of teaching and learning process. This School performance of students can be determined by many factors including school climate, teacher competence, professional commitment, conscientiousness, community spirit and ability of the teacher to think critically.

There is no doubt that every secondary school requires competent and committed teachers for its success because of the important roles such calibre of

teachers play in the school but it is equally important to find out how these variables may influence school performance generally and students' School performance. According to Mohammed 2011, Suryanarayana 2011, and Usman 2011,) studied the relationship between management challenges and students' School performance, teaching competency and teacher job satisfaction, provision and utilization of instructional material and students' school performance respectively.

Teachers Profession can be described as the capacity to teach students eloquently, creating imaginative ways to deal with ordered substance while persuading, drawing in, and moving young adults' brains to plan for steadily propelling innovation and technology. Nevertheless, the teachers' profession contains five major characteristics as reviewed by this study-competence, commitment conscientiousness, community spirit and critical thinking as conceptualized by (Babalola 2011).

Darling-Hammond's (2000) study reports students to learn and perform better from teachers who had strong academic skills. Following these findings, teachers' works depend on their qualification of the subjects being taught. Middles and senior high school students learn more from teachers who hold bachelors or master's degrees in the subject that they teach and from working experience compared to less experienced ones. According to Abdurrahaman (2012), reported that the Educational Sector Analysis On chose high secondary school teachers in Nigeria by capability and sexual orientation uncovered that the several secondary school teachers almost 69,787 were graduates with first or higher degrees where 43,073 were male and 26, 714 were female. Among these teachers, 15,353 had no encouraging capability while the rest held the partner endorsement in Education and teachers grade II. Discoveries from this investigation additionally uncovered that the unfit teachers' extent influences the nature of learning conveyance in sampled schools.

Darling-Hammond (2000) cautioned that the states fascinated in improving students' academic achievement and performance should look at the preparation and qualification of the teachers they hire and retain in the profession.

A study conducted by Yara (2009), inspected the relation between teachers' mentalities and students' academic achievement or performance in senior secondary school physics. His subjects were 60 teachers for physics and 1,020 physics students from senior secondary school from two optional schools each from the six senatorial regions in the southwestern parts of Nigeria simple

percentage and frequency were utilized in the examination of the information got, and the outcome uncovered a genuinely huge positive relationship between teachers' behavior and attitude towards the educating physics student's performance regardless of the lack of teachers of physics.

In his report on academic staff and factors repressing teaching personnel in Nigeria, Folajimi (2009) saw that the distinctive quality of the profession is the use of intellectual strategy to the normal business of life, obtained because of drawn out and concentrated preparation. There are numerous definitions, yet one can be distinct about certain unmistakable qualities that a profession should have It requires the application and exercise of a group of information continually being revived and renewed, should be fit for being learned and instructed and should, consequently, normalize the subject of a unique scheme of study and practice.

A profession ought to have a solid association pointed toward securing or encouraging its expert interest. In Nigeria, we have strong associations like the Nigerian Medical Association (NMA), Nigerian Union of Teachers (NUT), Academic Staff Union of Universities and Nigerian Bar Association (NBA) to refer to yet a couple (ASUU). The individuals from the public ought to perceive a common profession. For instance, doctors, lawyers, engineers and teachers, are exceptionally perceived and regarded by the general public.

The public trust their judgment and abilities the general public accepts that a country can't manage without the administrations of doctors, lawyers, engineers and teacher due to their extraordinary services to humankind. The public authority likewise gives legitimate acknowledgement to the profession through demonstration of announcement or parliament. Every one of the affiliations cited above has the government's lawful sponsorship. For instance, order Number. 31, of May 1993 gave lawful sponsorship to teachers as a profession in Nigeria.

There is a complete and absolute opportunity to rehearse the profession. A specialist determines mental fulfilment and personal pride and shows incredible and quality occupation because of the serious level of self-rule allowed him to settle on a choice on his customers as the person might think of fits. A strong working environment and comparative degrees of remuneration a different profession (Ankomah, 2005).

This is directed by setting and implementing a standard for training, selection, and certification and licensure. There ought to consistently be a qualification for entry. For example, no one can have a place with the profession of law except if he had been called to bar and selected as an advocate.

Different professionals institute organizations workshops, conferences, lectures and seminars to upgrade their abilities and skills. Always knowledge should be upgraded because it's not static, it should maintain the standard and improve an innovating things that are ought to advancement to look after norm.

During the time spent in practices, the professions ought to procure the full knowledge needed to practice and exercise their occupation. For instance, teachers require a minimum of 12 weeks of teaching practices, physicians needed a minimum of one year of houseman ship, the pharmacist also requires at least one year of internship, and a lawyer needed a minimum of one year of experience in law school and engineers to need a minimum of one year to practice students industrial work experience scheme SIWES to qualify as in their profession.

Sood & Anand (2011) specify that a vast dominant part of teachers was well disposed towards their profession, fulfilled in their work yet not balanced just as had a low proficient interest. (Boggler & Somech 2004) analyzed the unmistakable relationship of educator's profession and organizational commitment with cooperation in dynamic and with authoritative citizenship conduct. It was derived that support in the administrative area was emphatically connected with both the profession and organizational commitment, while; involvement in the technology sector was decidedly related with just educators' professional responsibility and commitment.

Erawan (2011) specifies that educator efficacy alludes to the degree to which a teacher feels fit to help students study. Teacher efficacy or adequacy can influence educators' instructional endeavours in territory like the selection of the level of efforts, exercises, and persistence with students. If teachers are self-viable, they will be bound to design suitable exercises, endure with students who are experiencing issues and use significant efforts to discover suitable educational materials (Ware & Ketsantas, 2007).

In turn, educator viability relates to and impacts commitment, performance, and professional maintenance (Darling-Harmond, 2003, Tschannen-Moran and Hoy 2001, Ware and Kitsantas, 2007) another study research additionally show that

teachers' feeling of efficacy is identified with their fulfilment with their decision of profession. Furthermore, educators who report high teachers' adequacy in efficacy may influence teachers past commitment to the professions and communitarian relationship with parents, school colleagues (Caprora et al., 2003; Coladdarci, 1992 and Imants and Van Zoelen, 1995; Wess, 1999). Product and Kitsantas (2007) figured out that the workplace can improve commitment to educating in schools. Commitment is upgraded when educators accept that they have efficacy to enroll the support of their principals, impact strategies in their schools, and control their directions.

The concept Students' School performance

School performance can be defined as the evaluation outcome of formal instruction in a cognitive field within a defined subject matter that is explicitly taught. According to Ebel (2009) and Burton (2015), formal instruction carries with it the expectation that it will produce observation changes in the behavior of those who are instructed. School performance is often thought of as a sample of indicators of student's knowledge taken at a particular point in time.

This is to say that it is a measurement of individual student's progress in a school setting using an appropriate School performance index. This may, however, differ from one country to the other. He maintained that success in academic institutions is measured by academic achievement or performance or how well a student meets standards set out by federal, State, Local Government or the institution of learning itself. It can be measured by administering a test, assignment or examination.

Ballah (2011), reported Brown and Lee (2013) who spelt out two common criteria used to determine school performance. These are academic grades and graduation or passing rate. Some of the organs responsible for administering and evaluating students' academic achievement or performance in post-primary schools in Nigeria include school itself for promotion and placement, National Business and Technical Examination Board (NABTEB) National Examinations Council (NECO) and West African Examinations Council (WAEC).

In Nigeria educational system, assessment in schools is mostly based on the traditional paper-pencil form right from nursery schools through tertiary

levels (Yaffo, 2009). He further said the marks obtained from these tests are used for promotion to the next level class and at the end of a programmer, for instance, WAEC SSCE results obtained form the basis for admission into any tertiary institution.

Bell (2009) affirms that the significance of students doing admirably in school has caught the eye of guardians, government and legislators departments the same. In this respect, much effort is made by the government and educators to recognize, assess, follow and support the advancement of students in schools. Parents care about their children's School performance since they accept good outcomes from their children will give more job security and career. Taking note of this, Padma (2000) affirmed that the nature of performance has become the critical factor for personnel advancement, keeps up that parents want that their kids ascend the stepping of performance to an as higher level as possible. The craving for a significant degree of performance put focus on students, educators and the school when all is said done and the school system itself.

The success and failure of any educational institution are determined by the achievement of its final product in form of students' academic achievement. The term academic achievement according to (Bukar & Ibi 2002) is too resolute by the performance of their students in different school subjects over a period these are academic grades and graduation rate.

Thus, academic achievement is when the child begins to see the performance in terms of standard of excellence and his frames of reference produced at a particular point of time. Academic achievement is the scholastic progress made by a student in his schooling output as determined through achievement test, for exan1ple WAEC, NECO Senior Secondary School Certificate Examinations (SSCE) which is normally considered as the acceptable and standard being the external evaluation of students' performance in their final year of secondary education. This evaluation determines the academic achievements of students in the cause of the learning and teaching process. This academic achievement of students can be determined by many factors including school climate and teacher professional commitment (Bukar & Ibi 2002).

The success of any educational system depends to a large extent, on the competency and commitment of the teachers. The National Policy on Education NPE, revised (2004), stresses the importance of teachers when it states that "No

education system can rise above the quality of its teachers". For the nation's education system to be successful, it has to depend on its teachers who are not only classroom instructors but also agents of socialization, innovations and modernization in our society.

However, it is observed that lack of competent and committed teachers is one of the greatest problems that distort students' School performance in our educational institutions. Aisami (2005) points out that many categories of people parade themselves in the name of teachers in our schools. Some never intend to teach in the first place but want of any other things. They only take up teaching and are naturally ready to quit at any given opportunity.

According to Aisami (2005), several teachers are severely lacking in the subjects most of them teach. These teachers teach what is not supposed to be taught and leave untaught what should have been taught. Several teachers skip certain parts of syllabus they find complicated which attributed the problem of lack of desirable development of the post-primary institution to a serious shortage of competent and committed teaching staff attributed same to the quality and quantity of teacher's hat lead to enhance students' School performance in our post-primary institutions.

Njidda (2009) conducted studies on the perception of teachers and inspectors on the effectiveness of teaching. The report pointed out that, the greatest single factor in the teaching process is the teacher. According to him, no technique, method or device, can guarantee students' success more than the teacher. They added that the greatest motivating device yet discovered is the teacher. He also maintained that the main aim of teaching is learning and the teacher has to use his imagination, experience and knowledge to choose suitable content and the most effective teaching methods so that effective teaching and learning can take place and consequently learning can take place and enhance the general School performance of the students.

In another study Njidda (2009) on the factors affecting students School performance in secondary schools, they explained that students perceived that, the teacher is the only greatest motivational device that leads students to perform effectively in schools. Also maintained that, if a teacher wants to teach effectively, he or she must make use of a variety of instructional materials like a chalkboard, textbooks, students' guides, pictures handouts, laboratories and other forms of equipment he then further found that, students perceived teachers' knowledge of

the subject matter as likely to be an important factor affecting the academic achievement of the students in schools. They further explained that the ability of the teacher to communicate to students matters a lot in learning, because some teachers know more about some subjects or concepts than others but, how to present it to the students depends on the professional commitment and skill competence.

The concept of teacher qualification refers to the level of educational attainment achieved. By the individual from an established institution of formal training. In his book Introduction to School Administration in Nigeria, Edem confirms this by adding that such training is usually followed by the issuance of certificates or credentials as qualifications. Although such practices have attracted so much critical literature from scholars and if we ask the question: what makes a teacher qualified? We may end up with a mirage of attributes and characteristics rather than qualifications. Ozigi (2002) highlighted these attributes and characteristics to include dedication, intelligence, sound education, integrity, good humor, gentleness, friendliness and firmness all of which are based on actions and influence students learning strategies.

Adamu (2011) quoted (Edem 2006) who maintained that effective teaching requires well trained and adequately motivated teachers. States that a badly trained teacher tends to carry on badly in one function or the other whose effect was hard to calculate but which may be enormous. They do not know enough and are not secure enough to dare permit questions that encourage speculation and meaningful interactions among students and so they may end up stiffing initiatives that are vital to the learning process. Teachers are learners and therefore continue learning is the key to competent and committed teaching.

Adamu (2011) further state that educations are an active process which required consistent audit and reassessment of its practices, services and strategies. The educator is the vital figure in this interaction should have the option to adapt to the requests and changes in the educational system. Consequently, whatever level of training a teacher underwent could be seen as a necessary qualification for his teaching job.

The Nigerian education system, therefore, must rely on the qualified, competent and committed teaching force for academic achievement strategies. Similarly, Adamu (2011) confirm that a student's academic achievements are

determined by the qualification, experience and personality of its teachers. Therefore, the school performance of students in the SSCE over the years leaves much to be desired.

Njidda, (2009), quoted Anthony (2000), to have explained that, students perceived that the inadequacy of qualified and experienced teachers and technical staff is greatly affecting the science education in secondary schools.

Francis (2011), quoted Adeyomo (2004) to have identified some key factors accountable for the bad academic achievement or performance of students in our institutions of learning. According to him, these factors can be:

(i)   The resident factor for poor performance: - e.g. poor funding of education, shortage of teachers in our school system resulting in higher teacher/students ratio; inadequate workshops and laboratories, inadequate equipment, infrastructure and facilities, high rate of unemployment which serves as a discouragement to student parent and guardians.

(ii)   The resident factors in the family: - e.g. socio-economic status like poverty and illiteracy of parents thus little or no encouragement to academic pursuit; family size and lack of parent involvement in the children education.

(iii) The resident factors in school: - e.g. shortage of teachers, overloaded curriculum, the personality of the teachers, location of
the school- urban/rural and leadership style of the principal.

The resident factors are essential for the improvement of students' academic achievement. When the school environment is conducive the resident's factors are improved positively, the environment motivates effective learning process in students for better performance.

Francis (2011) shows that the school environment influence student's attitude to school and academic activities. They concluded that students' attitudes are shaped to some extent by the structures through which they are mediated. The conduciveness of the school environment is equally found to have an impact positively on students' academic achievement.

Ahmed (2005) studied the relationship between material and Human resources in academic achievement in chemistry among Yobe state senior secondary school students. The correlation coefficient was used to examine the

relation between the variable. The correlation design was used. The population and sample of the study were graduated students for five (5) years. A sample of 1,676 students and all chemistry teachers in these schools were used, checklist of textbooks and laboratories available in those schools were also considered. His findings revealed that the higher the number of human and material resources, the higher the number of credit/passes and the lower the number of failures.

Ibrahim (2005) conducted his study on the relationship between instructional material and students' School performance in English, mathematics and Biology among Maiduguri metropolitan and Jere local government area senior secondary schools. Ten senior secondary school's students were selected for the study. The instrument used was a questionnaire for teacher and students SSCE results for five years and a checklist for instructional materials. The findings of the study show that the availability of instructional materials had a significant effect on the performance of the students of SSCE.

Kida (2004), studied the relationship between material a n d human resources in students' academic performance in Borno state. He studied twenty (20) schools and checklists. Questionnaires used on teachers and students revealed a meaningful relationship between the academic achievement of students and instructional materials. A school that had adequate instructional materials and adequate human resources score higher in their academic achievement while those schools that have less score below average.

Similarly, Gangka (2008) studied the relation between students' academic achievement and educational resources in Adamawa state senior secondary schools. The population of the study consists of all the senior secondary school's principals and students, 148 schools 41,511 students. 40% samples each representing 59 schools and 16,604 students were randomly selected. The researcher uses a checklist and proforma. The findings of the study were no important relationship between instructional materials and students' academic achievement it also reveals that there is an important relationship between m a n y professional teachers and student's academic achievement in Adamawa state Senior Secondary Schools.

Jonah (2009) carried out a study on students' School performance in

Taraba state the population for the study was 601 academic staff and 652 non-academic staff. The records of 6,037 students were used. A purposeful sampling technique was used and 3 research questions were bring-up and analyzed using the mean and standard deviation. In addition, three hypotheses were formulated and tested using Pearson's product-moment correlation coefficient at 0.05 levels of significance. The findings indicate that the three hypotheses were upheld as there was no important relationship between educational resources and students' academic achievement.

Another study, By Miles (2000) found professional development is the most likely to increase student's achievement. He emphasized school staffing, teacher time, student time, class sizes, instructional materials and a general conducive environment for school administrators, teachers and students as having a relationship with students' achievement. Teachers and Principals must sit together and make the needed changes in curriculum, instructional practices and organization to raise students' achievement.

Teacher Commitment and School performance

According to Joffress et al. (2001) detailed that educator's commitment is an urgent factor to a successful teacher fulfilment and maintenance. They guaranteed that low degrees of teacher commitment results in diminished students' accomplishment tests than in zones where educators were discovered not to be focused on their obligations is very important to students' performance. Dedicated teachers will in general create great outcomes at national exams like WAEC and NECO. Kiplagat, Role & Makewa (2012) announced Truman et al. (2008) in the examination named "Primary teacher attractions and commitment", guarantee that the educators' commitment takes three structures, with the main one being proficient commitment. They contended that an expertly dedicated teacher rates their showing capacities profoundly and are focused on their expert advancements.

Day, (2005) contend that there are various types of commitment to educating as per them, the nature and power of commitment to educating relies upon factors got from professional and personnel lives. Commitment is a word they use to recognize the individuals who are mindful, committed, and who accept their position intensely from the individuals who put their advantage first. The

professionally dedicated teachers accept their position truly and they get delighted from it (Elliott & Crowell, 2001).

An educator who is focused on his/her students and puts forth attempts to establish a strong learning environment in the classroom, set up his/her exercises well. (Choi & Tong 2009) show that an educator who is exceptionally devoted to student's activities assesses the demand of topic and gets ready well for the lesson and exercise.

Baldachiono and Farrugia (2002, as cited in Kiplagat & Makewa, 2012) claim that the nature of educations can't be seen or improved by just giving physical materials such as books, expanding the term of learning and giving other learning instruments. Rather teachers are accountable in the understanding of figuring out how to the students and properly-being focused on the utilization of reasonable teaching strategies, building up the correct environment for learning, utilizing learning materials and suitably surveying their students all the more frequently and talking about the inquiries. (Kiplagat, & Makewa 2012) likewise cited (Onwuakpa & Nweka 2000) who expressed that math learning greatly relies upon the educator. The work of an educator is to bestow information, abilities perspectives and science ideas into the student. To accomplish this, educators are encouraged to give tasks and assignments to students, projects and tests to assess their students and examine the outcomes with them.

In their articles," educator commitment and performance in math in Primary School; A meeting points", Kiplagat, Role & Makewa (2012) report that performance and achievement in math have stayed worldwide concerned results showed that grade four students performed under the normal average reliably from 2006-2007. The overview additionally uncovered that teachers are the significant causes. of poor performance in the US (AIR, 2007). In another investigation, Schmidt et al. (2002) discovered that teachers in the USA use textbook which are too wide on the topics that distributers produce elementary math textbooks that cover different themes so they can sell in various states. Subsequently, teachers don't create in their students a profound reasonable comprehension of math topics and their application (Schmidt et al. 2002).

Yong (2011), revealed some writing which focuses on the way that

teachers conduct in the classroom correspondingly, there is likewise developing acknowledgement that teacher's commitment is a significant contributing component that decides school's viability. In evaluating compelling teachers, Studies that took a relation between cooperation, constant learning, and learning feedback. What's more, commitment found that cooperation and collaboration (characterized as related with more elevated levels of educator commitment Joffres & Haughey (2001) few research that searched for likely relationship between educators' qualities (e.g. age, sex, experience, organizational tenure ship, training, career stages) and responsibility.

As per Day (2004), an educator's commitment is an indicator of educators' work performance, burnout, absenteeism, and turnover, and exerts a significant impact on students' accomplishment and perspectives toward school. Various features of educator commitment have been explored including the obligation to student learning, teaching, instructor efficacy, and school dependability. In the joint investigation of educator efficacy and instructors' obligation to educating by Coladarci (2002), commitment to education was defined as the "teachers' mental connection to the teaching profession". At the point when educators are not dedicated to the teaching profession, the majority of these teachers left their field of teaching in the initial five years of teaching; with educator weakening rate being most noteworthy in the math and the science branches of knowledge.

The most habitually announced justification for leaving the profession was low compensation and working conditions. At the point when educator was overviewed whether they would pick the profession once more, the reasons given by the teachers not needing to get back to the profession incorporate " large classes, excessive non - teaching responsibilities, and discretion, sense of isolation from colleagues and supervisors, lack of job autonomy, inadequate administrative support and powerlessness concerning significant decision making additionally hold among high secondary school in Yobe state which may influence educator skill, commitment and School performance or accomplishment of the student. It is consequently, important to decide the connection between the teacher proficient commitment and academic achievement and performance of secondary school students in our school.

Teacher Community Spirit and School performance

A local area soul is a group of individuals cooperating to help improve the local area they live in (Wikipedia 2012). The expression is utilized to explain neighbourhood individuals cooperating for a jointly positive and once in a while pleasurable outcome.

This could be evident at a local area reasonable, a school or more pragmatic circumstances where a nearby needs assistance and the local area turn to offer suitable help. Different occasions that make local area spirit could incorporate beneficent occasions at the community, mosque and church corridor, or occasion assembling a group of volunteers to work through nearby roads and clear them of garbage. Teacher community spirit, therefore, describes the extent to which a teacher serving in a specific area or community co-operates with the community members including the PTA, to put heads together to work for the benefit of both the community and the progress and development of his school and the teaching profession. The teacher feels he or she is part and parcel of that community in all social activities where his attention and participation are needed. However, empirical studies on community spirit are very scarce compared to the other four components of teacher professionalism.

As indicated by Wikipedia, the proportions of community spirit abstract, yet could be considered by working at the degree of accomplishment from deeds done by the local area close by. The degree of satisfaction of local people. As per Wikipedia (2012), local area spirit is related to deliberate work, gestures and favors by residents and neighborhood business people. Local voluntary organizations, for example, Neighborhood Watch or the ladies' foundations regularly help make community spirit belongingness, Connectedness, and local area alluded to students' feeling of being close, courteous associations with adults and friends at school.

The adequacy of community spirit and schools is credited to their ability to fulfil students' essential mental needs for security, having a place, self-rule, and capability at the point when these essential needs are satisfied students are bound to get occupied with, and focused on the school and, subsequently, slanted to carry on as per its values and goals (Watson 2003).

They additionally acknowledge the influence and power of others, to be worried for and conscious of others, to keep away from blueprints behavior and acts

that are hurtful to themselves or others, and to keep up better expectations of moral lead (oysterman 2000; Schaps, Battistich, & Solomon 2004). As students become abler and slanted to add to the support school setting, they essentially advance, a solitary with the school's workforce, an "upward spirit" by which community spirit is reinforced and those associated with it have further profited. These qualities might have been shown by second are teachers in Yobe State. At the point when students' essential mental needs (belonging, competence, Safety, and autonomy) are fulfilled, they are bound to get occupied with school bonding and act as per school objectives and qualities. They are likewise prone to create social abilities, understanding adds to the class and the local area. At the point when schools neglect to address students' issues for having a place, ability and self-sufficiency students are bound to turn out to be less. Inspired, more alienated and more unfortunate School performance (Schaps2005).

Despite some expanded notice for the research on community construction, a high extent of students' most likely still experiences their schools as generally disinterested.

Teachers Professional Competence and School performance

Out of the many dimensions of teacher professional competence, Suryanarayana (2011) has highlighted five of them. These are:

i. Activity-based educating.
ii. Child-focused practices.
iii. Instruction materials display.
iv. Evaluation procedures and remedial teaching.
v. Novel systems.

Management based teaching incorporates illustration, concept teaching abilities and practical methodology. Child-focused practice alludes to students need, singular contrasts, understandings and kid support. Showing learning material alludes to choice and show of learning/teaching material, readiness and display. Evaluation strategies incorporate remedial measures development of test things and various kinds of assessment. Novel systems allude to students, showing techniques and innovative ideas. The above elements of teachers' skill are ends drawn by a large portion of the analysts in this field.

Igbokwe (2012) observed that Roadmap for Educational Sector (FRN,

2009) has identified an inadequate number of qualified teachers as one of the main challenges facing education at the basic education level. He also reported that the document also identified inadequate staffing, in terms of quality and quantity as a problem at the secondary level. Out of a total of one hundred and eighty thousand, five hundred and forty (180,540) teachers nationwide in the secondary school level as of 2009, one hundred and forty-one thousand, five hundred and seventeen (141,517) or seventy-eight point four (78.4) per cent were qualified and Thirty-nine thousand, and twenty-three (39, 0? 3) Or twenty-one point six (21.6) per cent were not qualified. (Verspoor, 2008) noted that the average growth in many secondary schools far exceeded the annual growth in teacher supply in all of Sub-Saharan Africa (SSA). The annual average growth rate in secondary students between 1991 and 2004 ranged from four-point eight per cent (4.8%) and seven point five per cent (7.5%), while the average annual growth for teachers was between two point nine per cent (2.9%) during the same period.

A questionnaire was created based on the literature words professional competence; work-shopping with delegates of the professional groups with ostensible group strategy and small groups conversations and utilizing a fundamental investigation of the individual in 4 professional groups. A factor examines, representing 51.9 per cent of the absolute difference, extricated nine variables: problem-solving, and other orientations, productivity, and emotional competence impacting the organizational knowledge, the internal frame of reference, and client orientation. This investigation examined the ramifications of these outcomes for the education of professionals, for management of the human resources profession, and the progress of professionals to Managers.

Igbokwe (2012) study "The Professional Competencies Movement and Special Education" The writer uncovers that the teacher's skill is the contribution in Australia is important for the bigger public development which is worried about abilities explanations for all professions and trades. Specials teachers are not excluded with the goal that proficient abilities proclamations or records either are or will be, created for this calling. In the detailing cycle, a few issues and difficulties should be tended to; the meaning of the expression "abilities"; the topic of conventional sections records are explicit inabilities; the purpose(s) of these lists; their peril and advantages.

Kathlean & Buriss Larry (2004) examined' competency and solace

educators' candidates'. Perspectives towards Diversity' this research aimed to recognize and describes teacher's candidates' perceived degrees of competency and solace in showing assorted students populaces. For three terms, a teacher candidates sample of 221 selected students to finish the questionnaire toward the start of their professional schooling course. A subsequent group has 242 samples finished filling the questionnaire as they left students teaching. Even though most educator candidates have restricted proficient and beneficial experience, discoveries demonstrate both groups feel both skilled and open to interfacing with different populaces.

According to Denis (2008), Teachers proficiency are the major factors that contribute to teaching professionalism in educational sectors, especially in the Northern part of Nigeria. The hands-on work depended on a subjective exploration technique where the discernments, assumptions, and interrelations of the teachers, course screens and strategy producers were separated from various meetings and perceptions. The paper's examination exhibits the presence of what is distinguished as the "argument of incompetence". The centre of the arguments of incompetency follows a straight rationale; "we don't have a decent quality school simply because we are lacking in educators with professional's competence". The argument of incompetence not just subvert the connection among the principle partaking specialists in educator proficient development; policymakers, namely, teachers, and course monitor, however, it likewise advances a false way of perspective about educator's proficient development.

According to Hamdan, Ghafar & Hwa Li (2010), competence characteristics comprise of four parts: abilities, worry for school, worry for students and worry for self. The ability parts of capability were partitioned into subject knowledge, educating ability, classroom direction, refreshing knowledge, instructional arranging, showing adequacy and educating and learning progress assessment. Complete score and subscale score (for example educating skill, cancer for school, worry for students, self-worry) were intended to be secluded and can be utilized together or remain solitary or in an examination of different factors. Factor investigations of the instrument with different examples uncovered 19 stable subscales.

Cobb (2003) suggest that most Teachers that their students' respond

quickly in the classroom have a significant impact on their professionalism and competitiveness in the mastery of their subject matter based on the cognitive ability the model recognizes that educating is a competency level of teaching the program is supported by a way of thinking which underlined the sound knowledge, a comprehension of how people learnt powerful teaching method, and consistent addressing and reflection.

The outcome shows there is a significant relationship between sex and education competency. The worth of 0.12 proposed that the relationship is positive and is exceptionally related. The outcome for the ethnic and educating competency shows that there is no connection between ethnic showing abilities in this examination. The outcome additionally shows that there is no significant connection between academic achievement and education competency.

Teacher Conscientiousness and School performance

Teachers' commitment is a sign of instructors' burnout, work performance, and turnover, absenteeism, and exert a critical effect on students' achievement and points of view toward school. Different highlights of teacher commitment have been investigated including the commitment to students learning, school dependability, education, instructor efficacy. A joint examination of teacher adequacy and educators' commitment to educating was characterized as the "teachers' psychological association with the educating professional".

Wright (2010) Observe that most teachers that have low I.Q are more aggressive in the classroom, due to incompetence leads to students' failure in their final year examination. The most routinely reported defense leaving the profession was working conditions and low compensation. Exactly when the instructor was outlined whether they would pick the teaching again, the reasons given by the instructors not requiring to return to the profession sense of isolation from colleagues and advisors as well as supervisors, excessive non-teaching responsibilities, large classes, and discretion, inadequate administrative support, lack of job autonomy, and powerlessness lacking regulatory help and frailty concerning decision making also hold among high optional school in Yobe state which may impact teacher ability, commitment and besides academic achievement or performances of the understudy.

It is thusly, critical to choose the association between the educator capable commitment and School performance or and achievement of high secondary school student in our school.

There is a relationship between conscientiousness and School performance by past study, for example, Noftle & Robins (2007) found that honesty anticipates school Grade point average (GPA) across four distinct examples and with four different proportions of conscientiousness this led to a meta-analysis that summed up the writing connecting conscientiousness with proportions of School performance like evaluations across the grade, conscientiousness was a disproves indicator of general Grade point average.

The significance of teachers' conscientiousness has a great impact on measurement particularly in teaching methods, it brings about desirable change on entry behaviors of learner's. These smaller components of character may have more grounded or more-weaker relationships with results like School performance, contrasted with the general association report for outline proportions of conscientiousness and good faith. For example, Paunonen & Ashton (2001) examined the relationship between the aspects of conscientiousness as estimated by character research structure scales and student final course grades. They found that their conscientiousness makes out of 6 aspects (Achievement, Desirability, cognitive structure, Endurance, negative impulsivity and order) showed a positive connection with course grade, yet that there were significant contrasts in the level of expectation for every aspect, particularly the vast majority of statistical measurably huge impacts were conveyed by the accomplishment aspect, a dimension capturing motivation to achieve undeniable degrees of performance.

Conversely, the request aspect, which evaluates inclinations to be flawless and clean, didn't substantially forecast the performance. Also, Noftle & Robins (2007) tracked down that the accomplishment endeavouring feature of the NEO personality inventory revised (NEO-PI-R), anticipated school GPA somehow better than a conscientiousness composite, while the other aspect was not prognoses of GPA.

Conrad & Patry (2012) noted that conscientiousness has reliably been related to student's academic accomplishments. A tremendous measure of research shows that honest understudies accomplish undeniable degrees of academic achievement,

both in secondary school. Even though it is accepted that this relationship results from better inspiration (Chamorron-Premuzic & Furnham, 2005) or exertion concerning conscientious students, investigates are simply starting to recognize the real medalling factors underlying the connection between academic achievement and conscientiousness.

Comparatively couple of studies have endeavoured to distinguish the proximal develops that intervene the connection between educator's character and student achievement and performance and a few of the tricky examinations, Conrad & Party (2012) noted that this relationship in college and university students was intervened by learning techniques like coordinating new material into existing knowledge and using direct effort to learning.

In a multi-test of university students undergraduate level, Noftle & Robins (2007) met the standards for intervention, and discovered that apparent academic capacity and academic effort sedated the connection among grade point average GPA) and conscientiousness, giving primer knowledge into the interceding measures, impact estimates in this examination, even though comparable to past research, were somewhat little, representing the multi-decided nature of academic accomplishment.

Noftle & Robins (2007) contend that numerous factors and components, like self-efficacy, values, study and test-taking skills, attribution style, and financial resources, are relied upon at any time to add to academic achievement and success. Any proximal build that fills in as an arbiter among School performance and conscientiousness should be identified with that two factors.

Teacher Critical Thinking and School performance

Critical thinking is one of the important skills that learners at all stages of education are expected to acquire at their respective levels of education and put to use in their daily lives. (Sunday 2011), argues that one who can't think will most likely be unable to take care of even the minutest problem. He alarmed that we now live in a universe filled with problems including social financial, political, strict, educational ethnic, science and technologically situated problems. It just requires a sound brain either the ability to think clearly, to take part in the examination, think of reasons for the current issue and produce potential solutions or potential alternatives to come up with an accurate decision to take care of a potential way of solving problems.

Sunday (2011) observed that, like the concept of education, the concept "critical thinking has been characterized from numerous points of view by researchers and writers. As indicated by Encarta, critical thinking viewed as a kind of basic investigation, has been portrayed as "disciplined intellectual analysis that joins research, information on recorded setting and adjusted judgment. It is the capacity to think coherently and analytically. According to Mwajim (2002), critical thinking in education means learning that employs and rewards the mind resulting in intellectual learning and the formation of objective views and experiences. He considered a critical mind as one that gives the ability to correctly assess a statement, fact, events and so on. In other words, a person who is a critical thinker should have the skills, abilities or proficiencies necessary for proper evaluation of statements based on a set of complex criteria. In addition to the mastery and assimilation of skills, a critically minded individual also makes the best use of such acquired skills effectively for problem-solving, judgment and decision making in his daily life activities.

Likewise, Foundation to Critical Thinking (2009) defines it as "the intellectually disciplined process of actively and skilfully applying, conceptualizing, synthesizing, analysing, and or evaluating
information collected from, or generated by, observation, reflection, experience, reasoning, or communication, as a guide to belief and action, as a guide to belief and action."." Foundation to Critical Thinking (2009) infers that the concept involves those designs or components of thought certain in all thinking like problem, purpose or question at issues, concepts empirical grounding, assumptions thinking leading to conclusions and fruitful outcomes, consequences and implications, objections from alternative perspectives and frame of reference According to the foundations (2009), Critical thinking is receptive to a variable topic, purposes and issues. It is consolidated in a family of intertwined methods of reasoning which likewise include: anthropological thinking, scientific thinking, moral thinking economic thinking, and philosophical thinking. These may suggest that critical thinking might be believed to have two parts:

    i. The abilities to produce and process with the beliefs and information
    ii. The custom or habit for utilizing those abilities to guide your conduct, following intellectual Commitment, (Sunday 2011).
    A language is a crucial tool for thinking. A learner thinks of what is to be

learnt in his language. Thinking plays a significant role in learning and living. Psychologists, linguists, and applied linguists mostly agree that a learner with inadequate language power would not be able to think and perform any notable intellectual tasks (Stephen, 2011). The normal teaching-learning process thrives on effective thinking and communication, by which the teacher and his learners are required to command the language of instruction.

According to Stephen (2011), no matter how expertly the teacher may have selected the learning experiences, t h e learner's behaviour would not change positively enough unless the teacher implements the experiences inappropriate language, thereby, causing the learner to respond by exploring and applying the cognitive resources available to him.

Paul and Elder (2002) described critical thinking as the most significant force behind learning through which the thought of the individual could be accessed and measured. Critical thinking is applied (steady, probing, reflective and dispassionate) thinking, a process that could blossom when contextualize in reading Stephen and Olajide (2011) quoted Olajide (2009) to have made a similar observation that reading is central to the development of all language skills, and by its cognitive underpinning, it converges with thinking.

Stephen (2011) also observed that it is common to find course book writers, especially for secondary schools in English as a second language (ESL) context, posing summary questions that are intended to make the teacher and the learners think. The emphasis on thinking may be explained in the impo1iance attached to promoting it in school learning (FRN, 2004). Effective critical thinking in pa1ticular, beliefs national development and progress hence, most nations strives to develop it in formal education (Spache & Spache 1973; May 1988). As quoted by Stephen (2011) reported that critical thinking is a psycholinguistic activity that is socially and generally fluid and casual. Critical thinking is sophisticated and discerning.

Stephen (2011) have supposed that critical thinking skills could be translated to a specific behaviour so that it could be clear that reading is a cognitive process. The translation, they argued, is possible, if readers are encouraged to detect word meaning explore the relationship of ideas, and seek an appraisal of the psychological demand of the target texts. Comprehensive on the goal of reading is a complex of activities. Critical thinking is also made of no

less complex structures both are inextricably and simultaneously involved in the process of reading.

It would be futile to neglect critical thinking in reading instruction because, according to (Stephen 2011), only faster thinkers can make faster and more efficient readers. By fusing critical thinking and reading, intellectual deficits may be redressed most effectively. Every level of comprehension involves a measure of reasoning, although suggested that the literacy level does not involve much thinking. There seems to be an eternal relationship between critical thinking and reading. Critical and creative thinking abilities in particular help general reading comprehension. (Stephen 2011).

A student who can think critically is probably able to achieve a Satisfying level of communication with the writer of a given text, and it is this perfect communication that enhances intellectual development. Students do increasingly more as they advance in class and therefore need this (critical thinking) skill to be able to manage learning and understanding what they read.

From the above review, one may deduce that reading and thinking are two twins and that both can be integrated into the classroom interaction for the enhancement of learners not only in the language classroom but also across another discipline in secondary schools in Yobe State.

Stephen (2011) quoted O' Murchu (2003) have asserted that the major function of education is to prepare students for a better society, which does not yet exist and thus, in doing so, it should provide them with the opportunities to critically assess and transform their theoretical knowledge to authentic learning experiences. Critical thinking is very essential for anyone to function effectively in this era of globalization.

Olawuyi, (2011) identified twelve attributes of critical thinking which any critical thinker should be encouraged to do these attributes also guided the researcher's formulation of the questionnaire in one section for the Teachers.

1. Ask a pertinent question,
2. Examine the arguments and statements,
3. Admit the lack of understanding and weakness,
4. Be innovative in their activities,
5. Identified the set of criteria for evaluating ideas,
6. Assess assumptions, options, beliefs, and weigh them against the facts,

7. listen attentively to others and give feedback as needed,

8. View critical thinking as a continuous process of self-evaluation,

9. Stop judging unless you have all facts to be considered,

10. Search for evidence to support your belief and assumption

11. modify your viewpoints when new facts are found and look for all the proof and

12. Reject information that is incorrect or irrelevant.

Olawuyi, (201l) identified the core critical thinking skills like observation, interpretation, analysis, inference, evaluation, explanation and meta-cognition. He said that a group or individual that takes part in firm critical thinking normally thinks about proof through perception, context, pertinent critical thinking for making a judgment, applicable strategies or procedures for shaping the judgment and appropriate hypothetical development (or educators) must be arranged to draw in issues and choices utilizing those skills. As indicated by Nwosu (2003), critical thinking utilizes not just logic rather extensive intellectual standards like credibility, clarity, precision, accuracy, relevance, breadth depth, fairness and significance.

On critical thinking and School performance, a recent study in Texas analysed the impact of the racial composition of classmates on the test scores of students, from 4th to 7th grade. A longitudinal dataset following multiple cohorts of 200,000 students across all Texas public schools enabled the researchers to track achievement score gains on annual basis, (Medina, 2008) and in this respect, the study is methodologically superior to studies that analyse a cross-section of data at one point in time the findings suggest that a decrease in the Black percentage of a classmate for black students, particularly when cumulated over many years, could have a substantial impact on increasing their achievement.

This relationship held even when other variables such as school quality and peers were taken into account. The study found that desegregation had a negligible impact on White achievement scores, thus, decreasing Black segregation may improve Black achievement scores without adversely affecting white achievement scores.

Curriculum design

What is curriculum design

The word curriculum was derived from the word "curere" which means (run) is designed to plan syllabus content in educational sectors that indicate curricula activities and learning experiences to influence learners by Franklin Bobbitt as a race-course. (Chaudhary & Kalia, 2015)

The term curriculum alludes to academic content and lesson taught in a school or a certain course or program, Individual teachers' curriculum, for example, will be the specific learning objective, lectures, tasks, assignments and material used to organize for a particular course

Curriculum design, according to Taba (1962), is "a statement that identifies the elements of the curriculum, states their interactions to one another, and signifies the principals of the institution and the requirements of that institution for the administrative conditions under which it is to operate." A curriculum theory that sets the sources to consider and the principles to apply must be supported by and made apparent in a course design (p. 421). The essential term in Taba's (1962) remark about curriculum design is an organization, and this reference to organization reflects the human element of this process by acknowledging that it is an organizational and decision-making process that ultimately informs the development process. Design is concerned with deciding what should be learned, how it should be studied, and why it should be learned. The New Zealand Curriculum (2007) demonstrates this: Curriculum development and evaluation is a cyclical process. Curriculum design entails deciding how to put the national curriculum into practice in ways that best meet the needs, interests, and circumstances of the school's students and community (para. 3). Ornstein and Hunkins (2009) expand curriculum design to encompass the transmission of important concepts, attitudes, and abilities to students. As a result, curriculum design considers not only intellectual growth but also character development, and the link to curriculum design is tied to certain curricular philosophies, which are often favored by people participating in the design and development process.

Importance of curriculum to teachers

- The curriculum plays a remarkable role in creating the foundation of education

- It helps in choosing the study matters and other activities so that learners can acquire goals and specific objectives of teaching

- It provides measurable goal design, and structure for quality delivery

- It standardized the learning goals for both teachers and students for the entire school.

- The curriculum is a program that is designed to plan to teach, the effectiveness of a lesson, it spells out the details so that others can know the right direction and what will be taught (Alsubaie, 2016.)

Types of Curriculum Designs

1. Subject-Oriented Design, Interdisciplinary design, correlation design, and process design are all examples of subject-centered curricular designs that mix or weave into the horizontal and vertical arrangement of education. The fourth type of subject-centered curriculum design is discipline design, in which the curriculum is organized according to the discipline's structure (Bruner, 1961; Brendan, 2016).

2. Learner-Centered Design is the second primary type of curriculum design. It includes child-focused design, experience centered design, radical design, and humanistic design into the curriculum, which is designed on "students' lives, needs, and interests" (Ornstein & Hunkins, 2009, p. 197). It promotes student participation in the development of the curriculum depending on a child's requirements. Dewey felt that when developing a curriculum, students' interests should be considered, but that these interests should not decide what the curriculum comprises. (Brendan, 2016)

3. Society-Centered Design the third type of curriculum design is society-centered or problem-centered which involves students in societal needs and seeks to examine the local, national, and international communities; religious, business, political practices, as well as the financial concerns and consequences of these practices. (Brendan, 2016)

In-service Training

The key objective of in-service training is for teachers to gain new knowledge and abilities in the classroom. It focuses on providing a learning environment that allows teachers to improve their classroom performance.

In-service training program refers to the short term educational scheme that has been specially designed for professional teachers already working as teachers.

The importance of an in-service program for teachers is that it assists them in acquiring or deepening their knowledge of subject content, learning practices, and assessment methodologies required to execute existing or new curriculum, and also in interacting effectively with students (Leu and Ginsburg, 2011)

Table 1. Application of Curriculum design for In-service teachers training.

Content	What real skills are required
	Pedagogy, Cognitive thinking, communication, Critical thinking, and commitment
Learning Objectives	What are the expected goals
	Mastery of subject matter and skills effectiveness
Teaching Objectives	How is learning structured
	Organizing, planning, designing, applying lecture methods such as Field trip method, project method and group discussion method
Learning Experience	How is learning delivered
	Classroom, Interactions and monitoring

Table 2. The topic of Curriculum design for In-service teachers training

Taba Model Instructional Components	Questions Considered	Evaluative Measures
Content	Did the field relate to the course of teachers?	Head of department, Stakeholders, community.
Learning outcome	Did teachers demonstrate achievement of desired learning outcomes?	Performance on student examinations and assignments.
Teaching strategies	Did in-service teaching engage teachers in gaining learning skills and methodology?	Teachers' reflections on knowledge and effectiveness.
Evaluations measure	Did the assessment plan provide appraise feedback about the course training?	End of year school briefing and update of their qualifications.

Table 3. Taba Model for classroom teaching guide

Taba Model of Classroom Teaching	School Base Activities	School Management Guides
Classroom Management	For teaching to be effective the classroom has to be managed effectively, in other for learning to be effective, for example, the average of students in the class should not exceed 50	50 students per class
Time Allocation	In the context of allocating time, a specified subject should allocate time-based on the unit of the subject, 1 or 2 hours.	One hour for 1 unit course, two hours for 2 unit course etc.
Student Activity	When a lesson is in progress, the teacher allowed the student to ask questions where is not cleared	Ask questions by students
Evaluations	The teachers evaluate the lesson at each step where is necessary by asking them questions	Giving them an assignments

Summary of Literature Review and Uniqueness of the Study.

This section presented an overview of the terms and definitions related to teacher education, teacher training and professional development, Furthermore, an extensive review of relevant literature was carried out on the teacher professionalism and School performance, students' School performance, teacher professional competence and School performance, teacher community spirit and School performance and teacher critical thinking and School performance. The conceptual framework was based on the "5CS" professional commitment model developed by Babalola (2011) which he conceptualized as the best five components of teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking.

The study has reviewed a good number of literature related to teacher professionalism and its five elements or components: teacher competence, commitment, conscientiousness, community spirit and critical thinking and academic achievement and performance of high secondary school students. This study was guided by a conceptual framework for the. Five independent variables and one dependent variable of the study known as 5Cs professional commitment model development by Babalola (2011). The 5Cs refers to the initial letter 'C' that begins each of the five major components: Competence, commitment, Conscientious, Community Spirit and Critical thinking. According to this model, a professional teacher is expected to display these skills to meet the challenges of his professional demands. Some empirical studies on teacher competence were also reviewed including various research designs, statistics applied for, data analysis and major findings by the researchers, e.g. an inadequate number of qualified teachers and staffing have been identified as one of the major challenges at both levels of basic and secondary education in terms of quality and quantity.

Interaction with diverse populations and colleagues was also identified as another factor that enhances competency and comfort in the profession. Hamdan et al (2010) found that teaching is an intellectually meticulous and harsh activity. To him, sound knowledge, understanding the learning method of children, effective pedagogy, questioning techniques and reflection are associated with good characteristics of a competent teacher. The literature on teacher Competence concludes that a teacher with a higher academic certificate and qualification

certainly does not mean necessarily more competent and dedicative in teaching.

Related literature on teacher professional commitment was also reviewed with varying traits such as legal recognition, knowledge, professional organization, and period of internship, professional code of ethics, other teacher characteristics, teacher efficacy, classroom management, and relationship with employer, colleagues and students. Participation in the technical domain was positively related to teacher professional commitment. The literature also revealed that educators who report higher teaching efficacy may affect teacher's past commitment to the collaborative relationship with colleagues, and professional school and parents. The work environment was also found to have enhanced commitment to teaching in schools. That commitment is enhanced when educators believe that they have the adequacy to enroll the help of their directors and principles, impact strategies in their schools and control their guidelines. Eventually, Day (2004) says that educator responsibility is an indicator of teachers' absenteeism, work performance, turnover, and burnout, and exerts a significant effect on students' academic achievement, performance and stance towards school.

The researcher also reviewed the literature on academic achievement and performance of secondary school students where School performance is defined as the assessment of the outcome of formal instruction in a cognitive domain within a defined subject matter that is explicitly taught. The concept of academic achievement was defined as academic grades and graduation rates (Bukar & Ibi 2002) and some studies were also reported, considering their designs, methodologies and research findings. The role of the teacher in enhancing School performance was also considered and teacher qualifications. Factors responsible for poor School performance were also reviewed.

The teacher is the only greatest motivational device that leads students to perform effectively in schools. It was also found that students perceived teachers' knowledge of the subject matter as likely to be an important factor affecting the School performance of students in schools. The ability of the teacher to communicate with students matters a lot in learning. On the issue of students' failure in certain subjects in SSCE,

Ahmed (2005), found that the higher the number of human and material resources, the higher the number of credit/passes and the lower the number of

failures. Gangka (2008) found that there was no significant relationship between. Instructional materials and students' academic achievement also his findings revealed a significant relationship between the number of professional teachers and students' academic achievement in Adamawa State Senior Secondary Schools. Studies by John, Nauman & Soto, (2008) on conscientiousness catches personal differences in socially endorsed motivations control that works with assignment and objective coordinated conduct, like intuition before acting, postponing gratifications, observing rules and norms, and organizing, planning, and prioritization of tasks.

The effectiveness of community spirit and school is attributed to their ability to fulfil student's essential mental needs for well-being, belonging, competence and autonomy at a point when these essential needs are satisfied, students are bound to get engaged in, and focused on the school and, in this manner, slanted to act according to its values and goals

Critical thinking is the capacity to think legitimately, logically and analytically. The concept involves those designs or components of thought verifiable in all reasoning like purpose, assumptions, problem or question-at problems, concepts reasoning leading to conclusion and empirical grounding

The uniqueness of this study is the fact that it is a survey and correlation design while Denise (2008) adopted experimental and qualitative research methods; Hamdan, Ghafar & Hwa Liu (2010) used descriptively. The target population in this study was academic staff from public senior secondary schools and the students of the same schools Yobe state while the studies by Denise (2008) targeted not only teachers but also course monitors and policymakers. The study by Hamdan, Ghafar and Hwa Liu (2010) had all teachers in primary and secondary schools in Johor Bahru Darul Tazim of Malaysia; Ahmed (2005) targeted graduated chemistry students for the five years and Gangka (2008), all principals and students of senior secondary schools in Adamawa state. Jonah (2009) has both academic and non-academic staff as his population while this study targeted English Language teachers teaching in senior secondary schools. This study used five sets of questionnaires, teaching practice assessment form and proforma as an instrument for data collection and direct observation of teachers in the classroom. Denis (2008), uses interviews and observation, Ahmed (2005) use checklist textbooks and laboratories and Jonah (2009), uses

students' record and purposive sampling techniques. On the other hand, this study applies a stratified random sampling technique for its data collection.

The uniqueness of this study is that the variables of the study compared to the researches so far reviewed here. While this study focuses on teacher professionalism with a close study of five independent variables-teacher competence, commitment, conscientiousness, community spirit and critical thinking as they relate to the School performance of higher secondary school students in Yobe State, other studies reviewed here did not capture all these variables at the same research. One another important uniqueness of this study is that respondents to every one of these variables are teachers. On the other hand, studies by Ahmad (2005), Denis (2008), and Jonah (2009) reviewed here use students, school administrators, academic and non-academic staff to respond to their questionnaires.

This study also strives to determine the relationship between teacher competence and teacher professional commitment, conscientiousness, community spirit and teacher critical thinking. However, it appears that this is the first time an attempt was made by a researcher to find these relationships. The studies reviewed so far seemed to only seek the relationship between these variables and students' School performance. As much as possible, the researcher could not find any relevant literature that analyses the relationship amongst these variables. This is also another unique feature of this study.

In its analysis, this study uses descriptive statistics; mean, percentage; Descriptive statistics, Independent sample test and ANOVA were all employed in this study, these distinctive features make this study to be unique among the studies above. A detailed description of the research design will be presented in the next chapter.

CHAPTER III

Methodology

Introduction

This chapter will present a detailed overview of the research methodology, the contextual background including the setting and participants and the data collection procedure and tools. In the first section, the research methodology will be explained in detail and the reasons why this type of research methodology was applied will be explained. In the second part, a detailed description of the research setting will be presented and I will also present the participants' background. As there were primary (teachers) and secondary (tutors) participants, the information concerning the participants will be presented consecutively. Detailed information regarding their age, education, experience and roles within the institution will be presented. The next part will present the data collection methodology, the data collection tools and then the process of evaluating the data will be explained in detail.

Research Design

Descriptive quantitative research design (method for collecting quantifiable data from sample participants for statistical analysis and describing and evaluating their characteristics) was carried out through a questionnaire and West African Examinations Council (WAEC) results from 2008 to 2011 generated from the ministry of education Yobe state. The research was conducted through questionnaires using a stratified simple random sampling technique. The questionnaire was used for collecting data from teachers. The area of this study was Yobe State. It is located in the Northeastern part of Nigeria. Latitude 12.1871° E and Longitude 11.7068° N. (National Geospatial-Intelligence Agency, Bethesda, MD, USA 2004)**.**

These designs aim at finding a significant difference between years in service among teacher competence, professional commitment, conscientiousness, community spirit and teacher critical thinking and school performance of senior secondary school students.

Quantitative research relies on data obtained by researchers from participants through questionnaires, the research is very important in the educational system as it addresses "how" the research questions enable a deeper understanding of experiences, phenomena and context.

Population and Participants

The research participants are all from Yobe state, 73% of the participants are male and more than 60% of their age from 25 to 44, almost 50% of them are permanent and pensionable employees with the highest qualification of NCE/PGD and working experience between 1 to 9 years. Nigeria were one hundred and seventy-five (175) teachers from public higher secondary schools in Yobe state, there are 47 secondary schools across the state, and 18 schools were selected from 47 schools in Yobe state across 3 geopolitical zones. It also includes all secondary school's students who participated in senior secondary examination in Yobe State public senior secondary schools from 2008 to 2012. The first section developed by the researcher regarding the Demographic characteristics of the teachers constitute 5 questions (Name of the school the teacher come from, gender, age, employment status, qualification, years of service as a teacher)

For the aim of the research, the Stratified Sampling Technique is endorsed by dividing the participants into strata (3 zonal areas) Zone A, Zone B and Zone C, after that the participants are selected from each stratum randomly. Hence, the larger the sample, the more representatives of the population it accommodates and therefore the more reliable and valid the result would be. A large sample, therefore, accommodates a significant representative of the population in the study with a higher degree of reliability and validity of results.

Eighteen (18) schools out of the forty-seven (47) senior secondary schools are randomly selected from all 3 zonal areas (32%). 175 English Language teachers are selected randomly from sixteen sampled schools. The selection is based on strata of school type - boarding, day boarding, conventional, science and technical schools. Of the forty-seven (47) total number of senior secondary schools in the state, thirty-seven (37) are conventional and ten (10) are science and technical secondary schools. Eight (8) conventional and seven (7) science and technical secondary schools were randomly selected as samples, that is, 18

out of 47 available senior secondary schools owned by the state government which is 32% of the total population.

Research Instruments

The researcher created two tools to collect data for this study: the "Teachers' Professional Attitudes Questionnaire" (TPAQ) and the "Students' Academic Performance Proforma" (SAPP). The instruments were built on a four-point Likert scale that ranged from highly agreed to strongly disagree. The variables in the questionnaire involved teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking of students School performance. The researcher has used the teaching practice assessment as Teacher Competence Instrument (TCI) to assess teacher competency. (Ruwa 2005) has reported that the instrument had an alpha reliability of 0.91. One set of structured questionnaires divided into four sections (A, B, C and

D) were also designed by the researcher, as Teacher Professional Commitment Instrument (TPCI). This has been pilot-tested using an alpha of 0.78 as the reliability of its internal consistency. The sections of the questionnaire included Teacher Professional Commitment Instrument (TPCI) Teacher Conscientiousness Instrument (TCI), Teacher community Spirit Instrument (TCSI) and Teacher Critical Thinking Instrument (TCTI). TCI was adopted from Arif et al (2012), TCSI from Wenceslau (2008) and TCTI from Olawuyi et al. (2011). These were pilot-tested in five senior secondary schools in Yobe State but the schools did not fall within the sampled schools for this study.

The data were collected from secondary school teachers in Yobe state, Nigeria. The teaching techniques in Yobe state is traditional teaching methods by where the teachers communicated the knowledge and direct students to learn through memorization and recitation techniques by developing students theoretical thinking rather than practical skills. The teaching techniques in secondary schools were in 5 working days from 8 am to 2 pm, constituting 30 hours weekly, the English language was given 2 to 3 hours 30 minutes per week which is very poor. Secondary school teachers use to take in-service training ordered by school authorities or the ministry of educations with the guide and curriculum offered to them. The questionnaire was administered to the teachers in senior secondary schools in Yobe state. The questionnaire has two sections (A-F).

Section (A) deals with the demographic information of the respondents. Section "B" requires some information about professional commitment, conscientiousness, community spirit and critical thinking of teachers and measures some traits of a professional teacher on each variable. In the case of the questionnaires, options are given where respondents are to tick in the most appropriate option that represents teachers ' personal opinions about their professional competency. However, the assessment form on teacher competence was given to the vice-principal academic and the senior master in the sampled schools to assess the teachers during the normal classroom lessons. The researcher also made use of Proforma to collect information on senior secondary school students from the school authorities. Another technique increasingly being used to support rating scales is the systematic observation and coding of classroom behaviors of teachers and students; hence the researcher's reason to option for these methods. To determine the content validity of the instrument.

Demographic Information

The Demographic data of the questionnaire comprised of six questions regarding Teachers socio-demographic characteristics: Name of school, Age, Gender, Employment Status, Qualification and years of services.

Procedures for Data Collection

Sets of the questionnaires were divided into five (5) sub-sections and administered to senior secondary school teachers. All teachers teaching English Language in the eighteen (18) sampled senior secondary schools took part in the study.

A copy of the Proforma for academic achievement of the students were also given to the researcher for information on students' SSCE results for five years (2008 to 2012).

Data Analysis

Statistical Package for the Social Sciences (SPSS) software version 26 for Windows was used to analyze the data and statistical analysis used for analyzing the data are Descriptive statistics, Independent sample test and ANOVA. In the

first section socio-demographic data, a descriptive analysis was employed for the characterizations of Sex, Age, and Name of the school, Years of experience, Employment status, and Qualification. In the variables, it's only Gender variable allowed to test parametric and statistical significance because it has two groups, and the rest were run on Non-parametric.

CHAPTER IV

Results and Discussion

This chapter discussed the analysis and results of the data. This study aimed to answer three (3) research questions and data collection was designed to meet this purpose. The methods of analyzing the data included descriptive statistics and hypothesis testing. Only gender variable was allowed to test statistical significant difference because it contained two groups of the variable while the remaining variable tested using Anova hg because the variables are more than two. To achieve the above mentioned, one hundred and seventy-five (175) questionnaires were administered to English Language teachers randomly in sixteen higher secondary schools from forty-seven (47) higher secondary schools owned by Yobe State Government.

4.1 Descriptive statistics results
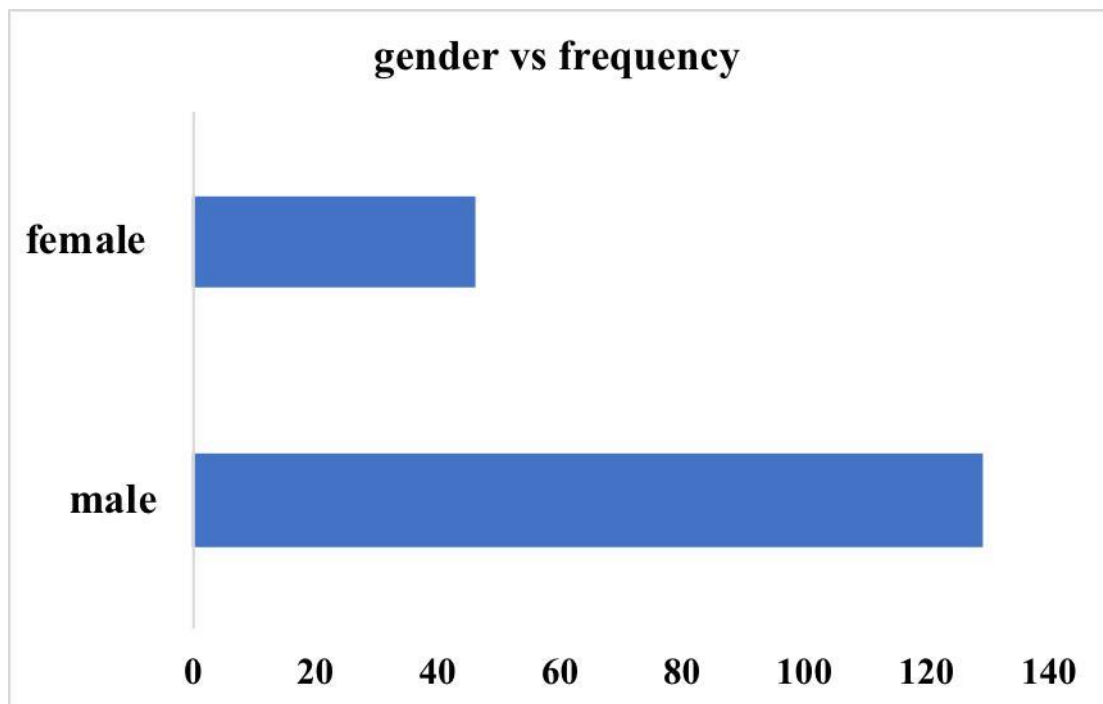
Figure 3. *Bar chart for gender.*
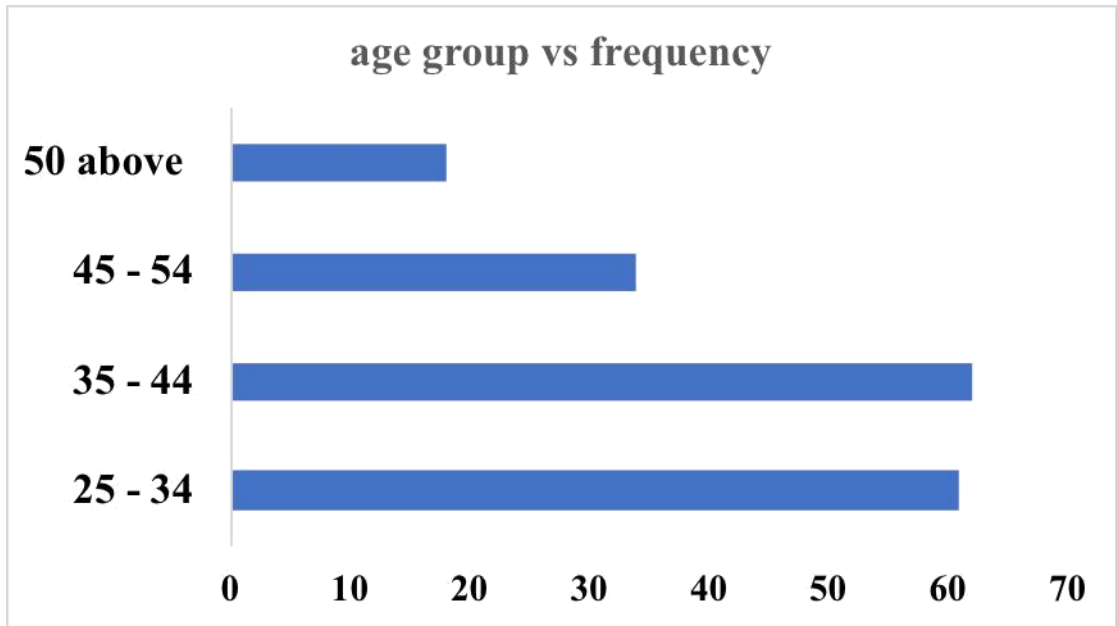
Figure 4. Bar chart for the age group.
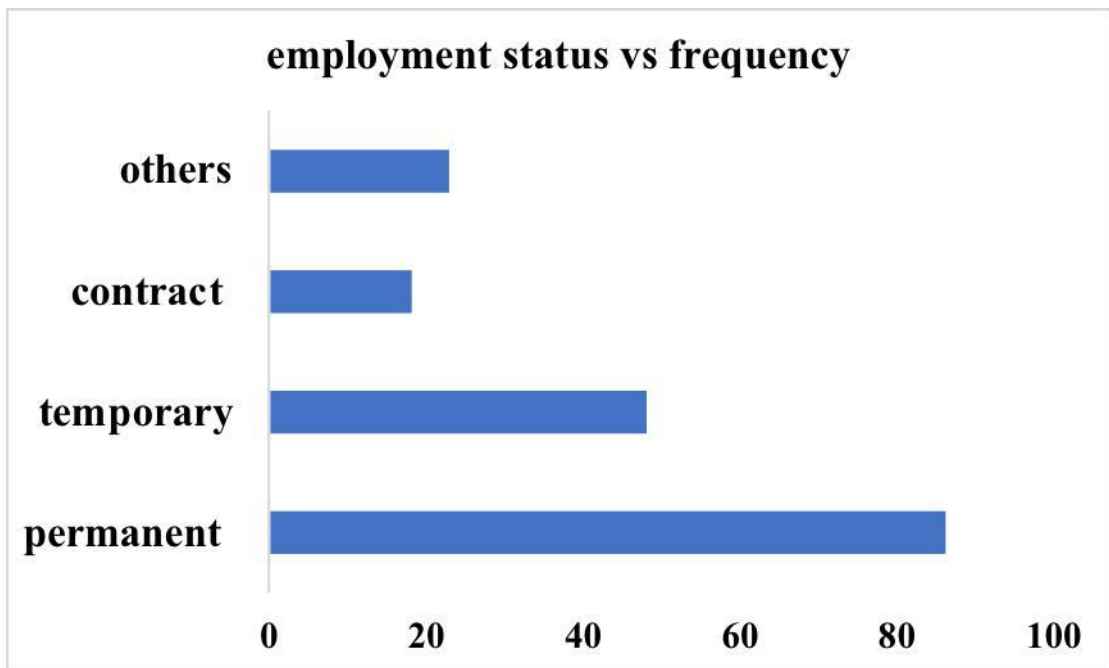
Figure 5. Bar chart for employment status.
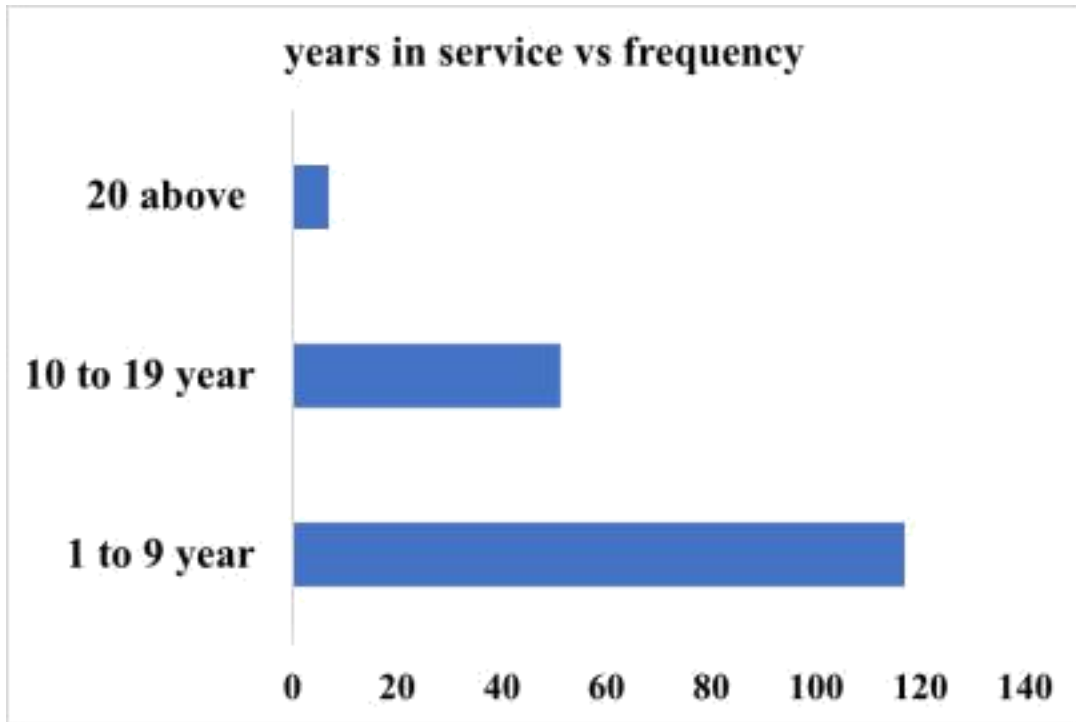
Figure 6. Bar chart for years in service.
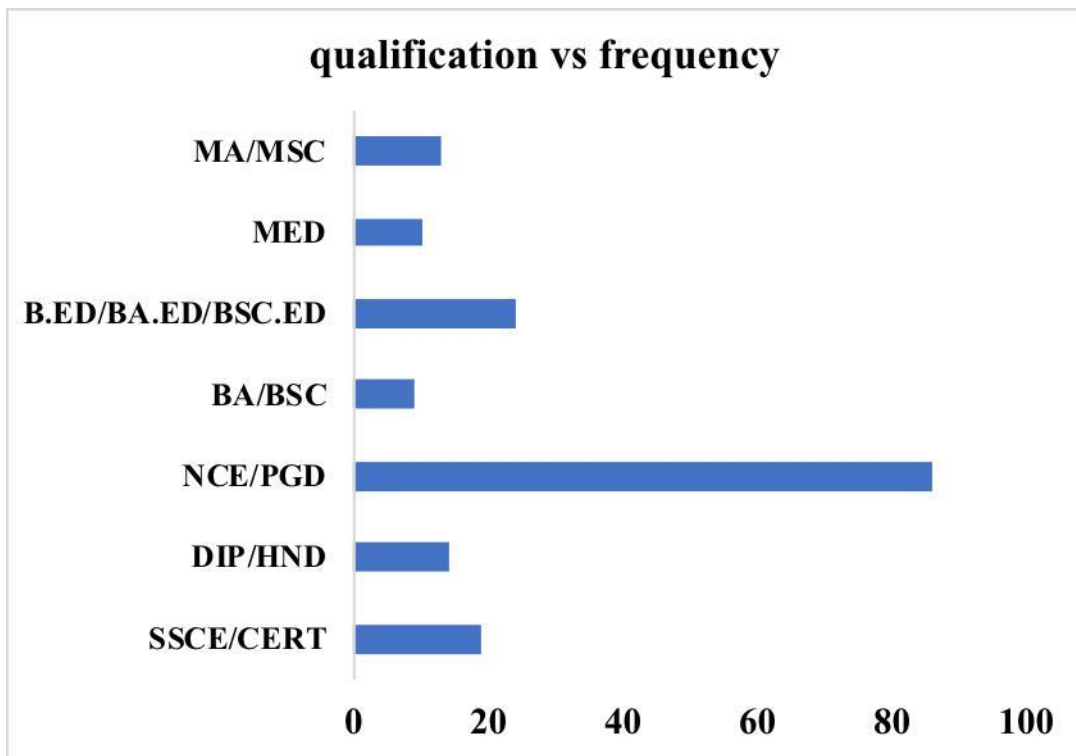
Figure 7. Bar chart for qualification.

Table 4.1 showed the demographic study result for English Language teacher assessment, indicating that the number of male teacher responses constituting 73.7% was higher than that of female teachers which constituting 26.3%. Considering the teacher age group, a higher response of 35.4% was seen in the age group 35 to 44 while the least response of 10.3% was recorded in the 50 and above age group. Employment status showed 49.1% majority of the teacher were on permanent appointment and many of them records showed about 66.9% are between 1 to 10 years in service. And the finally higher record of 49.1% of the teachers were NCE/PGD graduates.

Table 4.4 *Demographic Results.*

	Variable	Frequency	Percentage
Gender	Male	129	73.7
	Female	46	26.3
	Total	175	100.0
Age group	25-34	61	34.9
	35-44	62	35.4
	45-54	34	19.4
	50 above	18	10.3
	Total	175	100.0
Employment status	Permanent	86	49.1
	Temporary	48	27.4
	Contract	18	10.3

	Others	23	13.1
	Total	175	100.0
Year in service	1 to 9 years	117	66.9
	10 to 19 years	51	29.1
	20 above	7	4.0
	Total	175	100.0
	SSCE/CERT	19	10.9
	DIP/HND	14	8.0
Qualification	NCE/PGD	86	49.1
	BA/BSC	9	5.1
	B.ED/BA.ED/B SC.ED	24	13.7
	M.ED	10	5.7
	M.A/M.SC	13	7.4
	Total	175	100.0

The table below described section B result regarding the Teacher competency assessment form. The outcomes showed a higher number of the teacher with 32.0% were on average in terms of the behavioural objective of their lesson. Majority of the teacher showing 33.1% were weak when it comes to the use of teaching aid. Higher records of 36.0 % showed teachers are weak during lesson introduction. Higher response of 35.4% teachers are having problem of subject content. Teachers' logical delivery showed a higher response of 26.9% teachers were weak. In terms of using chalkboards, it showed 34.3% of the teachers were weak. A high response of 40% showed teachers are weak in teaching methods. The majority of the teacher with 28% showed their personality with their student is weak and 32% of teachers' showed their use of vocabulary is. In contrast, 32% majority of the teachers are good at concluding their lesson.

Table 4.5 *Teacher Competency Assessment Form Results (Section B).*

Question	Weak	Average	Good	V. good	Excellent	Total
Q1	59 (33.7%)	56 (32.0%)	26 (14.9%)	25 (14.3%)	9 (5.1%)	175 (100.0)
Q2	58 (33.1%)	44 (25.1%)	32 (18.3%)	23 (13.1%)	18 (10.35%)	175 (100.0)
Q3	63 (36.0%)	46 (26.3%)	23 (13.1%)	21 (12.0%)	22 (12.6%)	175 (100.0)
Q4	62 (35.4%)	57 (32.6%)	27 (15.4%)	16 (9.1%)	13 (7.4%)	175 (100.0)
Q5	47 (26.9%)	43 (24.6%)	44 (25.1%)	26 (14.9%)	15 (8.6%)	175 (100.0)
Q6	60 (34.3%)	47 (26.9%)	30 (17.1%)	18 (10.3%)	20 (11.4%)	175 (100.0)
Q7	70 (40.0)	37 (21.1%)	36 (20.6%)	14 (8.0%)	18 (10.3%)	175 (100.0)
Q8	49 (28.0%)	46 (26.3%)	40 (22.9%)	16 (9.1%)	24 (13.7%)	175 (100.0)
Q9	56 (32.0%)	28 (16.0%)	51 (29.1%)	18 (10.3%)	22 (12.6%)	175 (100.0)
Q10	49 (28.0%)	46 (26.3%)	56 (32.0%)	15 (8.6)	9 (5.1%)	175 (100.0)

The table below explained Teacher professional commitment, the majority of about 37.1% disagreed to aspire as a teacher. The majority with 35.4% disagree that they like teaching. A high record of 40% response said they don't put in their best to developed school. Higher response with 37.7% said to prefer to continue with teaching job even there is alternative to another better job. The majority with 46.3% strongly agreed that their teaching workload is much to bear any longer. Higher records showed of 40% agreed that teaching different students makes them like a teaching career. 38.9% agreed that they can try their possible best to make progress with difficult and problem students. Higher response with 42.9% showed teachers don't read journal and papers to update them self while 30.9% with higher response showed they don't attend seminars and workshop. Finally, about 43.3% of teachers disagree that parents' negative attitudes can't frustrate them in carrying out their schedules.

Table 4.6 *Teachers Professional Commitment (Section C).*

Questions	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q1	22 (12.6%)	65 (37.1%)	64 (36.6%)	24 (13.7%)	175 (100.0)
Q2	45 (25.7%)	62 (35.4%)	45 (25.7%)	23 (13.1%)	175 (100.0)
Q3	33 (18.9%)	70 (40.0%)	37 (21.1%)	34 (19.4%)	175 (100.0)
Q4	17 (9.7%)	67 (37.7%)	66 (37.7%)	25 (14.3%)	175 (100.0)
Q5	12 (6.9%)	22 (12.6)	60 (34.3%)	81 (46.3%)	175 (100.0)
Q6	22 (12.6)	34 (19.4)	70 (40.0%)	49 (28.0%)	175 (100.0)
Q7	32 (18.3%)	44 (25.1%)	68 (38.9%)	31 (17.7)	175 (100.0)
Q8	14 (8.0%)	75 (42.9%)	49 (28.0%)	37 (21.1%)	175 (100)
Q9	38 (21.7%)	54 (30 .9%)	50 (28.6%)	33 (18.9%)	175 (100.0)
Q10	33 (18.9%)	81 (46.3%)	46 (26.3%)	15 (8.6%)	175 (100)

The table below explained the Teachers conscientiousness result, which 32% high response came from teachers who disagreed that they work independently until their target in school is achieved. The majority of the teachers with 29.7% responded agreed that orderliness in students' work is optional. However, the high number of 42.3% agreed that an experienced teacher does not need his lesson plan to pass through the principals for checking. About 41.7% of high response agreed that workload is too much on them. Also, a high response was seen from strongly disagree and agree to show 29.7% of teachers have too many students. The majority of the response with 37.7% disagree that they used to finish their course scheme in time before the exam. A higher number with 32.6% responded disagree that their students are not understanding their teaching. About 50.9% agreed that there should be respect from colleagues. High record with 43.4% response agreed that student must respect their teacher. And lastly, 50.3% with high response agreed that teacher is not responsible for mass failure in WAEC examination.

Table 4.7 *Teachers Conscientiousness (Section D).*

Question	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q1	53 (30.3%)	56 (32.0%)	29 (16.6%)	37 (21.1%)	175 (100.0)
Q2	43 (24.6%)	51 (29.1%)	52 (29.7%)	29 (16.6%)	175 (100.0)
Q3	20 (11.4%)	44 (25.1%)	74 (42.3)	37 (21.15)	175 (100.0)
Q4	25 (14.3%)	37 (21.1%)	73 (41.7%)	40 (22.9%)	175 (100.0)
Q5	52 (29.7%)	47 (26.9%)	52 (29.7%)	24 (13.7%)	175 (100.0)
Q6	41 (23.4%)	66 (37.7%)	53 (30.3%)	15 (8.6%)	175 (100.0)
Q7	57 (32.6%)	41 (23.4%)	48 (27.4%)	29 (16.6%)	175 (100.0)
Q8	37 (21.1%)	27 (15.4%)	89 (50.9%)	22 (12.6%)	175 (100.0)
Q9	27 (15.4%)	46 (26.3%)	76 (43.4%)	26 (14.9%)	175 (100.0)
Q10	19 (10.9%)	35 (20.0%)	88 (50.3%)	33 (18.9%)	175 (100.0)

The table below explained Teachers professional commitment result, which higher record of 46.3% response agree that there should be a flow of communication between school and community. The majority with 45.1% agree that PTA could be mobilized in school for any school issues. A high record of 45.1% agrees that parents should ensure the school environment is accessible. Provision of the link between school and home showed a higher record of 48.6% from those that agree. The majority with 28.6% response agree that parents should also assist in school development. High response with 48.6% agrees that parents should be invited for school counselling. Many teachers who gave 32.6% of responses disagree that there should be no jointly venture regarding school rules that will guide the student. The majority response with 46.3% disagrees that the community should be among in checking illegal problems in schools. A higher response of 40.6% disagrees that the community should involve in controlling exam malpractice. Lastly, 41.7% highly responded agree that there should be a representation of the community in any welfare and progress of the school.

Table 4.8 *Teachers Professional Commitment (Section E).*

Question	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q1	31 (17.7%)	36 (20.6%)	81 (46.3%)	27 (15.4%)	175 (100.0)
Q2	24 (13.7%)	37 (21.1%)	79 (45.1%)	35 (20.0%)	175 (100.0)
Q3	30 (17.1%)	42 (24.0%)	79 (45.1%)	24 (13.7%)	175 (100.0)
Q4	20 (11.4%)	49 (28.0%)	85 (48.6%)	21 (12.0%)	175 (100.0)
Q5	44 (25.1%)	50 (28.6%)	47 (26.9%)	34 (19.4%)	175 (100.0)
Q6	19 (10.9%)	43 (24.6%)	85 (48.6%)	28 (16.0%)	175 (100.0)
Q7	36 (20.6%)	57 (32.6%)	49 (28.0%)	33 (18.9%)	175 (100.0)
Q8	49 (28.0%)	81 (46.3%)	36 (20.6%)	9 (5.1%)	175 (100.0)
Q9	39 (22.3%)	71 (40.6%)	48 (27.4%)	17 (9.7%)	175 (100.0)
Q10	19 (10.9%)	56 (32.0%)	73 (41.7%)	27 (15.4%)	175 (100.0)

The table below described Teachers critical thinking, revealing that they never and rarely gave the high response of 41.1, that they ask pertinent questions with logical reasoning. Then assess statement and argument showed never recorded higher response of 44%. The majority response of 51.4% said they never admit weakness and lack of understanding. Greater response with 43.4% said sometimes they are innovative in their activities. Many records of 49.7% showed teachers never defined a set of criteria for analysing ideas. A high record of 45.1% showed teachers never examine beliefs and assumptions by weighing them against fact. The majority response gave 40.6% that sometimes teachers listen to others and give feedback. A high number with 39.4% response said they sometimes adjust to actual findings to look for proof. High response with 53.1% said teachers rarely suspend judgement until all facts have been obtained and considered, and majority with 59.4% response said teachers sometimes do reject information that is incorrect and irrelevant.

Table 4.9 *Teachers Critical Thinking (Section F).*

Question	Never	Rarely	Sometimes	Always	Total
Q1	72 (41.1%)	72 (41.1%)	18 (10.3%)	13 (7.4%)	175 (100.0)
Q2	77 (44.0%)	40 (22.9%)	38 (21.7%)	20 (11.4%)	175 (100.0)
Q3	30 (17.1%)	45 (25.7%)	90 (51.4%)	10 (5.7%)	175 (100.0)
Q4	25 (20.0%)	43 (24.6%)	76 (43.4%)	21 (12.0%)	175 (100.0)
Q5	87 (49.7%)	37 (21.1%)	42 (24.0%)	9 (5.1%)	175 (100.0)
Q6	29 (16.6%)	33 (18.9%)	79 (45.1%)	34 (19.4%)	175 (100.0)
Q7	33 (18.9%)	45 (25.7%)	71 (40.6%)	26 (14.9%)	175 (100.0)
Q8	49 (28.0%)	69 (39.4%)	45 (25.7%)	12 (6.9%)	175 (100.0)
Q9	22 (12.6%)	93 (53.1%)	48 (27.4%	12 (6.9%)	175 (100.0)
Q10	13 (7.4%)	29 (16.6%)	104 (59.4%)	29 (16.6%)	175 (100.0)

Research question 1: To begin with, the first research question aimed to find out the significance level between English language teacher's professionalism and their demographic characteristics?

Gender groups and teachers' years of experience

Table 4.10 *Test Statistics for Mann Whitney Test.*

Sex	N	Mean	SD	Median	Min	Max	P value
Male	129	8.2403	5.55058	7.0000	1.00	25.00	P = 0.202
Female	46	6.9565	4.97083	5.0000	1.00	19.00	

The above tables described the parametric and non-parametric statistics for handling the Independent Sample t-Test and Mann Whitney Test. Based on the outcome, the data is not normally distributed, therefore instead of performing the Independent sample t-test we performed Mann Whitney Test and the $P > 0.05$ this shows that years of teaching experience among gender is equal.

The research findings show there is no statistically significant difference between years of services and genders

Employment status and years of experience

Table 4.11 *Test Statistics for Kruskal Wallis Test.*

Employment	N	Mean	SD	Median	Min	Max	P value
Permanent	86	7.4419	6.17320	5.0000	1.00	23.00	
Temporary	48	8.2083	4.84640	6.5000	1.00	25.00	P = 0.116
Contract	18	7.6667	2.91043	9.0000	1.00	10.00	

Others	23	9.1739	5.06011	9.0000	1.00	18.00	

The tables above table gave the requirement statistics for both parametric and non-parametric assumptions of the Anova or Kruskal Wallis Test. Base on the normality result Anova did not fulfil the assumptions, Kruskal Wallis Test was the next alternative, which gave a p-value (0.116). Since the p > 0.05 that means, there will be no further analysis, we can conclude that years of service among employment status is not different.

Teachers' qualification and years of teaching experience

Table 4.12 Test Statistics for Kruskal Wallis Test.

Qualification	*N*	*Mean*	*SD*	*Median*	*Min*	*Max*	*P value*
SSCE/CERT	19	7.5263	5.83446	5.0000	1.00	20.00	
DIP/HND	14	9.8571	5.68205	9.0000	1.00	19.00	P = 0.171
NCE/PGD	86	8.0465	5.54109	5.5000	1.00	25.00	
B.A/BSC	9	5.3333	2.44949	4.0000	3.00	10.00	
B. ED/ BA.ED/ B.SC.ED	24	8.9583	5.59098	9.0000	1.00	23.00	
M.ED	10	7.7000	4.66786	7.0000	2.00	15.00	
M.A/M.SC	13	5.3846	4.82249	4.0000	1.00	16.00	

The above table explains the two normality assumptions conditions for the parametric and non-parametric test. The data did not allow Anova to be executed rather Kruskal Wallis Test was conducted. The p-value for the Kruskal Wallis Test was less than alpha (p > 0.05). Revealing no further analysis to conduct, therefore we conclude that years of service among qualification is the same.

Research Question 2: How does an English language teacher's professionalism (competence, consciousness, community spirit, critical thinking) affect secondary school student's academic achievement in Yobe state?

Teacher competency assessment

Table 4.13 Kruskal Wallis Test Results for Teacher Competency Assessment Form.

	Opinion	*Mean*	*SD*	*Median*	*Min*	*Max*	*p-value*
Service Year vs B1	Weak	7.5424	5.57804	5.0000	1.00	20.00	
	Average	8.1786	6.07261	6.0000	1.00	25.00	
	Good	8.6923	5.31239	9.0000	1.00	20.00	P = 0.675
	Very good	7.7600	4.14608	9.0000	1.00	17.00	
	Excellent	6.6667	3.84057	5.0000	3.00	15.00	
Service year vs B4	Weak	8.1935	5.70832	7.5000	1.00	23.00	
	Average	7.6491	5.01245	6.0000	1.00	20.00	
	Good	7.0370	5.04199	5.0000	1.00	19.00	P = 0.893
	Very good	9.1875	7.28669	9.0000	1.00	25.00	
	Excellent	7.8462	4.12000	9.0000	1.00	18.00	
Service year vs B7	Weak	8.3571	5.98558	7.0000	1.00	25.00	
	Average	7.0000	4.89898	5.0000	1.00	22.00	
	Good	6.7222	4.71842	5.0000	1.00	20.00	P = 0.218
	Very good	9.0000	5.37802	9.0000	1.00	20.00	
	Excellent	9.5000	5.21593	9.0000	1.00	19.00	
	Weak	7.6071	5.23512	7.0000	1.00	23.00	
	Average	8.9286	7.03919	6.5000	1.00	25.00	

Service year vs B9	Good	8.1569	5.33056	7.0000	1.00	22.00	P = 0.579
	Very good	5.7222	3.10229	5.0000	1.00	10.00	
	Excellent	8.5455	5.11512	8.5000	1.00	20.00	

The above table described the result for the teacher competency assessment form. The parametric and non-parametric test procedure to ascertained normality was gradually followed. All the data were not normally distributed and the hypothesis for the year in service with all the variables showed an insignificant difference, as seen in the following order; years in service with section B: Q1 (P = 0.675), years in service with section B: Q4 (P = 0.893), years in service with section B: Q7 (P = 0.218) and years in service with section B: Q9 (P = 0.579).

Based on the results, teachers' competency for years in service showed there is no statistically significant difference between behavioural objectives of the lesson, subject content, teaching methods and use of vocabulary

Research Questions 3: What kind of in-service teacher training course can be suggested to teachers depending on their needs for teaching students to be successful in the exam they take?

Teachers professional commitment
Table 4.14: Kruskal Wallis Test for teacher professional commitment

	Opinion	*Mean*	*SD*	*Median*	*Min*	*Max*	*p-value*
Service Year vs C1	Strongly disagree	7.5455	5.23475	5.0000	1.00	18.00	
	Disagree	8.6154	5.77087	8.0000	1.00	23.00	P = 0.494
	Agree	7.1406	4.84643	5.0000	1.00	20.00	

	Strongly agree	8.3333	6.06964	7.0000	1.00	25.00	
Service year vs C3	Strongly disagree	6.6061	5.86802	5.0000	1.00	23.00	P = 0.182
	Disagree	8.3143	5.22131	8.0000	1.00	20.00	
	Agree	8.7568	5.98798	5.0000	1.00	25.00	
	Strongly agree	7.3529	4.70900	6.0000	1.00	18.00	
Service year vs C6	Strongly disagree	7.0000	3.59894	8.0000	1.00	16.00	P = 0.365
	Disagree	7.7647	4.70370	9.0000	1.00	20.00	
	Agree	8.7429	5.77271	8.0000	1.00	23.00	
	Strongly agree	7.2041	5.98254	5.0000	1.00	25.00	
Service year vs C9	Strongly disagree	6.9211	5.16946	5.0000	1.00	20.00	P = 0.528
	Disagree	8.1852	5.45331	6.5000	1.00	22.00	
	Agree	8.4600	6.01091	8.0000	1.00	25.00	
	Strongly agree	7.7273	4.73862	8.0000	1.00	20.00	

The above table explained the result for teacher professional commitment. A duly process of parametric and non-parametric test to see the normality of the data was performed. Due to deviating from normality the non-parametric test was used and all the p values for the Kruskal Wallis was not significant, as seen in the following order; years in service with section C: Q1 (P = 0.494), years in service with

section C: Q3 (P = 0.182), years in service with section C: Q6 (P = 0.365) and years in service with section C: Q9 (P = 0.528) respectively.

The results show that there is no significant difference between years in service and aspiring to be a teacher, willingness in school development, teaching different types of students, attending seminars and workshops every year.

That means Most of the teachers don't attend seminars, workshops and in-service for the betterment of their students, this could be one of the reasons for students' massive failure in the exam, it is recommended that attending seminars, workshops and in-service by teachers should be put to be mandatory especially for the teachers whose teaching senior secondary school students in Yobe state.

Table 4.15 *Kruskal Wallis Test for Teacher Conscientiousness.*

	Opinion	*Mean*	*SD*	*Median*	*Min*	*Max*	*p-value*
Service Year vs D6	Strongly disagree	7.8049	4.51231	8.0000	1.00	18.00	P = 0.961
	Disagree	7.5909	5.15297	5.0000	1.00	20.00	
	Agree	8.4151	6.39541	8.0000	1.00	25.00	
	Strongly agree	7.7333	5.49632	5.0000	1.00	19.00	
Service year vs D7	Strongly disagree	7.0877	5.14532	5.0000	1.00	20.00	P = 0.006
	Disagree	7.3659	4.98375	7.0000	1.00	20.00	
	Agree	10.1458	5.83091	9.0000	1.00	25.00	
	Strongly agree	6.5517	4.97556	5.0000	1.00	19.00	
	Strongly disagree	9.1579	4.71715	9.0000	1.00	19.00	

Service year vs D10	Disagree	6.4571	5.61690	4.0000	1.00	25.00	P = 0.065
	Agree	8.3854	5.78828	7.0000	1.00	23.00	
	Strongly agree	7.4242	4.30138	8.0000	1.00	20.00	

The above table clarified the result for teacher conscientiousness which parametric and non-parametric test requirement was conducted to see the direction of the normality test. In the end, the data disproved from normality to non-normality. This result in the application of the Kruskal Wallis test of non-parametric statistics. Years in service with following variables showed as follows; Section D: Q6 (P = 0.961) Section D: Q7 (P = 0.006) and section D Q10 (P = 0.065). The only year in service among teachers that don't have the problem of understanding with their students was significant p-value 0.006 is less than alpha (0.05). This requires for further extra analysis of Mann Whitney to find this differences as follows; strongly disagree vs disagree (p = 0.582), strongly disagree vs agree (p = 0.003), strongly disagree vs strongly agree (p = 0.890), disagree vs agree (p = 0.019), disagree vs strongly agree (p = 0.424) and agree vs strongly agree (p = 0.004). Based on the aforementioned agree gave the highest mean response of 10.1458, followed by disagreeing 7.3659, strongly disagree 7. 0877, and strongly agree 6.5517 respectively.

This result shows that there is no significant relationship between teachers' consciousness because there are the highest responses of teachers' professionalism on their consciousness.

The results in teachers' consciousness show that there is a significant relation between Years in service and understanding what their teachers teach them. Also, the rest are statistically insignificant, which means there is no significant relationship between years in service and teachers completing their work scheme before the exam and also the responsibility of Exam Mass failure by Teachers?

Table 4.16 *Kruskal Wallis Test for Teacher Community Spirit.*

	Opinion	*Mean*	*SD*	*Median*	*Min*	*Max*	*p-value*
Service Year vs E1	Strongly disagree	8.7097	5.61067	9.0000	1.00	22.00	P = 0.803
	Disagree	7.9444	6.67595	5.0000	1.00	25.00	
	Agree	7.6914	4.76614	7.0000	1.00	20.00	
	Strongly agree	7.5556	5.41603	5.0000	1.00	20.00	
Service year vs E7	Strongly disagree	9.1667	5.67450	9.0000	1.00	22.00	P=0.220
	Disagree	8.3158	5.97363	8.0000	1.00	25.00	
	Agree	7.3061	5.44367	5.0000	1.00	23.00	
	Strongly agree	6.6970	3.66985	5.0000	1.00	14.00	
Service year vs E8	Strongly disagree	8.0612	6.04982	8.0000	1.00	25.00	P = 0.415
	Disagree	7.8272	5.37538	5.0000	1.00	23.00	
	Agree	8.4722	4.84318	7.5000	3.00	20.00	
	Strongly agree	5.4444	4.39065	4.0000	1.00	15.00	
Service year vs E9	Strongly disagree	7.5897	5.25516	5.0000	1.00	20.00	P = 0.527
	Disagree	8.6620	5.93523	9.0000	1.00	25.00	
	Agree	7.4792	5.03600	6.5000	1.00	20.00	
	Strongly agree	6.6471	4.49918	5.0000	1.00	16.00	
Service	Strongly disagree	7.7895	4.22399	8.0000	1.00	18.00	P = 0.898
	Disagree	8.0000	5.56613	8.0000	1.00	25.00	
	Agree	7.6986	5.48909	6.0000	1.00	20.00	

	Opinion	Mean	SD	Median	Min	Max	p-value
year vs E10	Strongly agree	8.3333	5.90958	5.0000	1.00	20.00	

The above table gave the result for teacher community spirit. The parametric and non-parametric test assumption was conducted. All the data disproved the normality condition for the parametric test. Kruskal Wallis test of the non-parametric test was performed. Years in service with following variables showed as follows; Section E: Q1 (P = 0.803), Section E: Q7 (P = 0.220), section E Q8 (P = 0.415), section E Q9 (P = 0.527), and section E Q10 (P = 0.898). Thus the p > 0.05 indicating there was an insignificant difference between years of service among all the variables.

Based on the above p-value, the results show that there is no significant relationship between years in service and good flow of communication between school and community, the collaboration between community and teachers for the betterment of the students, school survey by the community for illegal activities, controlling examination malpractice by community and community representation in school for the welfare and progress of students?

Table 4.17 *Kruskal Wallis Test for Teacher Critical Thinking.*

	Opinion	Mean	SD	Median	Min	Max	p-value
Service Year vs F1	Never	7.7778	4.90249	8.0000	1.00	22.00	
	Rarely	7.6667	5.69408	5.0000	1.00	25.00	
	Sometimes	10.7222	6.12426	9.5000	1.00	20.00	P = 0.125
	Always	6.0000	4.74342	5.0000	1.00	15.00	
Service	Never	8.1667	5.72402	6.5000	1.00	25.00	
	Rarely	8.5333	5.31977	8.0000	1.00	20.00	
	Sometimes	7.7556	5.45525	5.0000	1.00	23.00	P = 0.412

year vs F3	Always	5.6000	4.62361	4.5000	1.00	15.00	
Service year vs F7	Never	8.4545	4.82889	8.0000	1.00	19.00	P = 0.010
	Rarely	8.2000	5.18564	9.0000	1.00	22.00	
	Sometimes	6.6761	5.43737	5.0000	1.00	20.00	
	Always	10.0385	5.90918	9.0000	1.00	25.00	

The above table gave the result for teaching critical thinking. A normality test was conducted to see if the data is normally distributed or not. As a result of the violation of the rule the data did not allow for the parametric test to hold. The non-parametric test for Kruskal Wallis test was performed in all the variables, which the p values for the Years in service with the remaining showed as follows; Section F: Q1 (P = 0.125), Section F: Q3 (P = 0.412), and section F Q7 (P = 0.010). Section F Q1 and section F Q3 were not significant. Section F Q7 was significant p (0.010) indicating at least one of the teachers' responses that said they listen carefully to others and give feedback is different. This requires extra analysis of Mann Whitney to seek out the difference as follows; Never vs rarely (p = 0.733), never vs sometimes (p = 0.032), never vs always (p = 0.314), rarely vs sometimes (p = 0.050), rarely vs always (p = 0.222) and sometimes vs always (p = 0.003). Based on the aforementioned always record gave the highest mean response of 10.0385, followed by never 8.4545, rarely 8.2000 and sometimes 6.6761 respectively.

The results show that there is a significant relationship between years in service in critical thinking and listening carefully to others and giving feedback by teachers, and the other two shows no significant relationship between years in service in critical thinking and asking pertinent questions with logical reasoning, admitting weakness and lack of understanding

Based on this research, these are the problems facing teachers' professionalism in educational centres in Yobe state, Nigeria, especially secondary school teachers that are appointed not on their qualifications. The problems are as follows

1. Patterns of classroom interaction
2. Communication difficulties for both teachers and students
3. Questioning strategies
4. Teachers feedback strategies
5. Learnings issues
6. Most of the student they thought that western education is sin there so they prefer not to attend school at all
7. Lack of funding the educational resources centres
8. Lack of promoting more professional academic staff
9. Lack of proper supervision by parents and ministry of education

Based on this research, the following solutions can be suggested to government bodies that are responsible for training teachers to consider organizing an in-service training course for enhancing English Language teachers' professionalism in Yobe state, Nigeria.

1. All teachers in secondary schools should be professionally trained with minimum standard qualifications of a Nigerian Certificate in Education (NCE). On the other side they should set up a strong committee to monitor those that engage in the teaching profession, if you are not qualified then you should leave the job, and providers who are well qualified to promote the standard of teaching methods.
2. The teachers should be sent for in-service training based on their field of study since English is not their mother's tongue, when they attend an in-service training course, it will enhance their skills, competency and knowledge to teach their students for learning better and establish cordial relationships between professional and qualified teachers for the benefit of society as a whole.

3. At least teachers should attend conferences, seminars, workshops and in-service training in other to boost their knowledge every year.
4. A teacher must be knowledgeable, that can apply meaningfully, and use

relatively to prepare to serve or teaches others based on curriculum design,

5. Environments should be well secured for learning to take place

6. Another solution to improve the standard of professionalism is to organize peace competition to update their skills and pedagogy, with the provision of incentives to teachers at the end of their exercise

7. punctuality and dedication is needed when teaching is carried out

8. Teaching methods should be changed since most of the teachers are using traditional methods of teaching, instead of modern teaching, like instructional Media by providing instructional technologies such as computers.

9. Schools should site far away from industries due to the noise and destructions when professionals are teaching.

CHAPTER V

Conclusion and Recommendations

Summary

The study was conducted to find the relations between professionalism, School performance and English language teacher of higher secondary school students in the Yobe State of Nigeria. Teacher professionalism according to this study was made up of five essential English Language teacher characteristics (variables): teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teachers critical thinking students' school performance were considered here as exams grades the students scored in final exam senior secondary certificate examination (SSCE) organized by West African Examination Council (WAEC) from 2008 - 2012 in form of Distinction, Credit, Pass and Fail.

The introductory part of chapter one highlighted the history of the study and the study aimed to determine the relationship amongst (1) English Language teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking (2) teacher professional commitment and academic achievement of higher secondary school students in Yobe State, (3) teacher community spirit and educational performance of higher secondary school students (4) teacher competence and School performance of senior secondary school students, (5) teacher conscientiousness and School performance of senior secondary school students and (6) teacher critical thinking and School performance of senior secondary school students in the Yobe State of Nigeria.

The findings of this research were significant to Yobe State Government through its main agencies-ministry of education, teachers' service Board, science and technical Board, education Resource centre Damaturu and all senior secondary schools in the state. Teachers, researchers, parents and other education stakeholders within and outside Yobe State also benefit from the results of this research. Questionnaire design serves as an instrument for data collection. English language teachers were randomly sampled in 18 schools, aiming to

access five years' performance of the student in higher secondary school from 2008 - 2012.

In Chapter II, an extensive review of relevant literature was carried out on the teacher professionalism and School performance, students' School performance, teacher professional competence and School performance, teacher community spirit and School performance and teacher critical thinking and School performance. The conceptual framework was based on the "5CS" professional commitment model developed by Babalola (2011) which he conceptualized as the best five components of teacher commitment, teacher community spirit and teacher competence, teacher conscientiousness, teacher critical thinking. The model is relevant to this study because it explained the five variables of the study on teacher professionalism as independent variables on which the students' School performance depended.

Chapter III discussed the methodology of the study. The survey uses 47 higher secondary schools owned and controlled by the Yobe State Government with a total of one hundred and fifty-seven (157) English language teachers. These were represented by a sample of eighteen (18) senior secondary schools and one hundred (175) English language teachers' serves as the respondents. The questionnaire was divided into sections with 10 questions from each (A, B, C, D, E and F).

Chapter IV analysed data using descriptive statistics and hypothesis testing of independent sample test of Mann Whitney Test and One Way Anova of Kruskal Wallis Test. As a result, this, normality assumption was conducted to ascertain whether the data fulfil the conditions to run the parametric test or non-parametric test. However, the descriptive statistics assisted in defining the variables using simple percentages with frequency, mean, standard deviation, median, minimum and maximum. Based on descriptive outcomes the response result for males was higher compared to the female response. More participants were from the age group 35 to 44. Many of the participants were permanently employed and the majority of them are serving between 1 to 9 years with the highest qualification in NCE/PGD. Despite this, the only variable with two groups was gender and Mann Whitney test aid the performance of the analysis, which the data, revealed there was no statistically significant difference between years in service among gender group P (0.202) > alpha (0.05). ANOVA analysis

uses more than two variables in this study to compare their mean difference, which demographic status for years of service with employment showed insignificant difference P (0.116) > alpha (0.05), also there was no significant difference between years of service among qualification P (0.171) > alpha (0.05). Teacher competency assessment showed all the p-values are greater than alpha (P > 0.05), indicating the insignificant difference between years in service among all the variables (B1, B4, B7 and B9). Also, teacher professional commitment p-values showed years in service was insignificant (p > 0.05) among all the variables (C1, C3, C6, and C9).

Conclusion

In this study, the Teacher competency assessment form results are weak. This study focused on teachers' professionalism. Teachers constitute a major factor in the realization of the goals of secondary education in Nigeria. The study focused on some aspects of professional attitudes expected by a secondary school teacher. The results of the research show that there was no significant difference between years in service for males and females. Also employment status and qualification of teachers showed there was no significant difference. However, years in service and all the teacher competency assessment variables showed no significant difference. Years in service and all teacher professional commitment variables showed no significant difference. Years in service for Teacher conscientiousness with students understanding what is taught by their teacher showed significant difference. There was no significant difference between years in service with all the variables in terms of teacher community spirit. Years in service for critical thinking among teachers that listing and give feedback showed significant difference. Based on the hypothesis findings, there is no strong connection between each of the variables and the school performance of higher secondary school's students. The findings suggest that the school performance of higher secondary school students in Yobe state for the last five years (2008-2012) did not commensurate with English language teacher professionalism in respect of the teacher who taught the students for the last five years. This problem is often conceptualized as a gap between teachers and students has some problems because of infrastructural development, teaching materials, inadequate resources as well as lack of well professional teachers that constitute students' failure in their final year examination.

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Recommendations

Based on the findings of the study, the following were recommended for improvements:

1. Yobe state Students School performance for the last five (2008 - 2012) years in West African School Certificates Examinations was very low. The teachers should change their method of teaching and adopt effective verbal communication attitudes while teaching the students in the classroom to bring about improved students' performance since there is a mass failure in the final year examination

2. The relation between English Language teachers' competence and the teacher professional commitment, teacher conscientiousness, teacher community spirit and teacher critical thinking were not significantly related. It is therefore recommended that government should encourage teachers who are performing very well in the classrooms by providing incentives in different ways such as housing facilities, mega salaries, in-service training, attending professional workshops and seminars and giving them interest free-loan. This will retain them and improve their professional standards.

3. During the researchers' trips to the sampled schools, the number of trained English Language teachers per school was very low. Learning facilities textbooks, students' seats and classrooms were insufficient. Those problems were testified by Kida (2004), Gangka (2008) and Francis (2011) reviewed in the related literature of this study on factors responsible for low School performance which included inadequate workshops and laboratories, inadequate equipment, infrastructure and facilities. Since low performance continues unabated even though we have few professionally competent, committed, conscientious teachers with high critical minds, The Ministry of education should consider these as some of the possible problems that return students School performance and invest funds to procure the facilities and infrastructures needed in all senior secondary schools in Yobe State.

4. The ministry of education should employ more adequate professional and well-trained staff to achieve setting problems facing teachers' professionalism.

5. To improve students' performance, teachers should create solid pedagogical attitudes in the three domains of learning.

6. Teachers should demonstrate strong topic content mastery in their areas of expertise to transfer the required knowledge to their students, resulting in enhanced student academic performance.

Suggestions for Further Study

This survey was conducted to find the relations between English language teacher professionalism and school performance of the higher secondary school in Yobe State.

1. The study did not assess the students' perception of their teachers' competence. A specific questionnaire could be designed to give the students free hands to assess their teachers on the same variables of this study.

2. Another study with a similar design could be done on students' conscientiousness and impacts of learners' critical thinking and school performance of higher secondary school students.

5.5 Sample of Curriculum design for the teachers' In-service training for Yobe state

Table 18: Sample of Curriculum design for the teachers' In-service training for Yobe state**.**

Objective	Person(s) Responsible (Target population)	Hours a week	Time Allocated	By When	Courses	Notes or Progress
= The primary purpose of this in-service training is to develop knowledge, skills and attitude on cognitive, affective and psychomotor domains of teachers. =Mastery of subject matter and skills effectiveness = Unpack the Most Important Learning Skills and competencies. =Allow teachers to gain new knowledge and abilities in the classroom. It focuses on developing learning environments that allow teachers to improve their classroom effectiveness.	Basic users A1. English Teachers in Yobe state	10	140 Hours	14 weeks	Linguistic skills for in-service teachers of English	
	Basic users A2. English Teachers in Yobe state	10	140 Hours	14 weeks	Linguistic skills for in-service teachers of English	
	Independent Users B1- English Teachers in Yobe state	6	102 Hours	17 weeks	Linguistic skills for in-service teachers of English	
	Independent Users B1+ English Teachers in Yobe state	6	102 Hours	17 weeks	Linguistic skills for in-service teachers of English	
	Independent Users B1 English Teachers in Yobe state	10	70 Hours	7 weeks	Oral communication and strategies for listening and reading comprehension for in-service of teachers of English Reading strategies and oral communication for in-service teachers of English	
	Independent Users B2 English Teachers in Yobe state	6	120 Hours	15 weeks	Academic listening, comprehension and oral communication for in-service teachers of English	
	Independent Users B2 English Teachers in Yobe state	6	120 Hours	15 weeks	Academic listening, comprehension and oral communication for in-service teachers of English	

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The instructors. A highly qualified trainer team has been assembled. The majority of the instructors to teach the classes were experts, with a few others being experienced high school teachers and Principals. The trainers all had a Teaching English as second language(TESOL), Master's degree were enrolled in a TESOL Master's program, they had to have spent at least two years in an institution of higher education or five years in a public high school to qualify. They would have to demonstrate mastery of English in an administrative and academic job interview, as well as attend mandatory administrative and academic training classes to learn about the objectives, contents, methodology, guidelines, and official documents of the courses that will be taught to the in-service teachers.

The learners (In-service teachers). Trainers' reports, class observations by Academic Committee members, and classroom reports from external assessors engaged by the Academic Committee were used to create the following description of the learners in the training project. The description of such learners was based on the cognitive, affective, and linguistic domains, which was consistent with Brown's language teaching concepts.

- The trainees in levels A1 and A2 were not fluent speakers
- The trainees in levels B1 and B2 are Independent
- The trainees in levels C1 are Proficient users of the English language.

1. The linguistic courses Classes. Courses in linguistics for beginners. (A1 and A2) were created for the population of basic users to begin developing their skills. Intensive and Comprehensive integrated lessons in the four macro skills were delivered to the participants, with a focus on listening and speaking.

2. Linguistic courses for independent users. The B1 group who attended the training took three courses totaling 274 hours of lessons, but the group who began at the basic levels required 414 to 554 hours of instruction to attain the B1 level. Two of the three courses aimed at improving speaking and listening abilities, while the third was meant to teach participants reading and listening comprehension tactics in preparation for the post-exam.

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APPENDICES

Appendix A

Teacher Questionnaire

SECTION 'A': DEMOGRAPHIC INFORMATION

1. **Name of school**

   School………………………………………………………….

2. **Your gender**   **1.** | Male | **2.** | Female |

3. **Your age:**   **1**   **2**   **3**   **4**

   | 25-29 | | 2. 30-39 | | 40-49 | | 50 |

4. **Your employment status:**   **1**   **2**   **3**   **4**

   | Permanent | | Temporary | | Contract | | Others |

5. **Your highest qualification:**   **1**   **2**   **3**   **4**

   | SSCE/CERT | | DIP/HN | | NCE/PGD | | B.A/B.SC |

   5   **6**   **7**   **8**

   | B. ED/BA.ED/B.SC.ED | | M.ED | | M.A/M.S | OTHERS

6. **Years of service as a teacher:**   **1**   **2**   **3**   **4**

   | First year | | 1-5 years | | 6-10 years | | 11-15ye |

   5   **6**

   | 16-20years | | Over 21 years |

SECTION 'B' TEACHER COMPETENCE ASSESSMENT FORM

TEACHER……………... SUBJECT TAUGHT……………...CLASS………….

S/NO	TRAITS TO ASSESSES	Weak. 1	Average. 2	Good. 3	V. Good. 4	Excellent. 5
1.	Behavioral objectives of the lesson, specific, appropriate and clear					
2.	Use of aids (variety suitability and adequacy)					
3.	Lesson introduction (relevance motivation)					
4.	Subject content (mastery, adequacy, accuracy)					
5.	Delivery of lesson (Logicality and flow)					
6.	Use of chalkboard (neatness, eligibility and orderliness)					
7.	Teaching method (Relevance variety, appropriateness, use of good illustrations and reinforcement)					
8.	Teacher's personality (Relationship with students, neatness, morale, hostility to students, etc.)					
9.	Use of vocabulary (simplicity and accuracy, voice level and pitch)					
10.	Conclusion (summary of main ideas of the lesson)					
	TOTAL SCORE					

Teacher's highest qualification……...OND, NCE, PGDE, B.A. ED, BA, B.Sc. ED, B.Sc., Others.

SECTION 'C' TEACHER PROFESSIONAL COMMITMENT

Please tick (✓) one option for each statement that represents your candid option as a teacher

S/NO	STATEMENT	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I aspire to be a teacher				
2.	I like teaching more than before.				
3.	I am willing to try my best to help my school development.				
4.	If there is a better-paid job, I would not teach anymore.				
5.	My teaching workload is always too much; I cannot bear it any longer.				
6.	Teaching different types of students makes me like teaching mores.				
7.	If I try hard, I can make progress with even the most difficult and unmotivated student.				
8.	I always read professional journals and papers to update my knowledge.				
9.	I attend seminars and workshops for teachers every year.				
10.	The parent's attitudes and unreasonable demands made me feel frustrated.				

SECTION D: TEACHER CONSCIENTIOUSNESS

To what extent do you agree with the following statement?

S/NO	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1.	I work independently in this school until I achieve my target				
2.	Unlike teachers, orderliness in students' work is optional				
3.	An experienced teacher does not have to take his lesson plan to the vice-principal for checking				
4.	Teaching workload on me is too much to bear with				
5.	Too much of these students' my part				
6.	I always complete my course scheme of work in adequate time before the exams				
7.	My students don't have a problem understanding what I teach them				
8.	Respect among colleagues is earned and not seek for				
9.	Students must respect their teachers' no matter how				
10.	Teachers are not responsible for students' mass failure in the WAEC examination				

SECTION E: TEACHER COMMUNITY SPIRIT

To what extend do you agree or disagree with the following statement

S/NO	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1.	There should be a good flow of communication between the school and the community				
2.	PTA could be mobilized to monitor public opinions on issues concerning the school				
3.	Parents should ensure that the environment is accessible to the school				
4.	Schools should provide an effective link between the home and the school				
5.	A parent should assist the board of government or the school committee to ensure a cordial relationship between the school and the community.				
6.	Schools should invite parents to participate in school counselling				
7.	The community should jointly with teachers develop adequate rules and regulations to guide the activities of the students				
8.	The community should be encouraged to be checking the problems of illegal levies in schools				
9.	Involves the community in controlling examination malpractice				
10.	Should make representations to the communities in the interest of the welfare and progress of the school.				

SECTION F: TEACHER CRITICAL THINKING

As a teacher how, often do you do the following?

S/NO	ACTION STATEMENT	NEVER	RARELY	SOMETIMES	ALWAYS
1.	Ask pertinent questions with logical reasoning?				
2.	Assess statement and argument?				
3.	Admits weakness and lack of understanding?				
4.	Be innovative in your activities?				
5.	A defined set of criteria for analyzing ideas?				
6.	Examine beliefs, assumptions, and options and weigh them against facts?				
7.	Listen carefully to others and give feedback?				
8.	Adjust options when facts are found and look proof?				
9.	Suspend judgment until all facts have been obtained and considered?				
10.	Rejects information that is incorrect or irrelevant?				

APPENDIX B

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.051	56

Appendix C

Participation Request for Research

Near East University (TRNC),

Institute of Educational Science

Department of Educational Program and Instructions.

17th January 2021.

Dear Respondents,

STUDENTS RESEARCH QUESTIONNAIRES

I am a student of the above institution conducting on topic 'Relationship amongst Teacher professionalism and school performance of senior secondary school students in Yobe state, Nigeria. The research is intended to meet the partial fulfilment for the award of the Master's Degree in Educational program and instructions.

Kindly complete the attached questionnaires by ticking in the most appropriate option in each Colum that tallies with your own opinion and return the questionnaire to the researcher.

Your response will be treated confidentially and used strictly for this research purpose only.

Thank you for your anticipation of Co-Operation.

Yours Sincerely

Abdullahi Garba

MA Thesis

Student Number 20195131

Appendix D

Ethics Committee Review

NAER EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

30.07.2021

Dear Abdullahı Garba

Your application titled "The Relationship Between English Language Teachers Professionalısm and School Performance Of Senior Secondary School Students In Yobe State, Nıgerıa" with the application number NEU/ES/2021/711 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Appendix E

Turnitin Similarity Report