

## TEACHER PROFESSIONALISM AND TASK PERFORMANCE IN OYO STATE PUBLIC SECONDARY SCHOOLS, NIGERIA

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**ABSTRACT:** *The study investigated professionalism and Teachers' Task Performance (TTP) in Secondary Schools (SSs) in Oyo State, Nigeria. Descriptive survey research design was adopted while multi-stage sampling procedure was used to select the samples. Simple random sampling technique was used to select 3 out of the 6 Educational Zones (EZs) in the State. The same sampling technique was used to select 10 out of 20 Local Government Areas across the sampled zones. 30% of schools in each of the selected 10 Local Government Areas were equally randomly selected, giving a total of 78 schools. The proportionate to size sampling technique was further adopted to select 20% teachers (1,189) in all the 3 sampled EZs of the State. The total enumeration technique was used to select principals within the sampled schools, which gave 78 respondents. The instruments titled: Teacher Professionalism Questionnaire (TPQ) and Teacher Task Performance Questionnaire (TTPQ) were developed and used to collect data for the study. Reliability coefficients of:  $r = 0.73$ ,  $r = 0.84$  and  $r = 0.81$  were obtained for the compliance with Code of Ethics, Teachers' Job Autonomy (indicators of Teachers' Professionalism) and Teachers' Task Performance (TTP), through Cronbach alpha method. The result among others shows professionalism variables ( $F_{(3,1550)} = 11.404$ ;  $R^2 = 0.082$ ) jointly influenced TTP among Oyo State Secondary Schools Teachers and contributed 8.2% to its variance. The study recommended that government should allow teachers' some level of autonomy that will enable them carry out their duties in such a manner that will enhance their productivity and make them perform creditably well on their jobs.*

**KEYWORD:** teachers' professionalism, compliance with code of ethics, job autonomy, teachers' qualification, task performance

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### INTRODUCTION

Teachers, as vital agents in the teaching-learning process, play a critical role in developing the manpower needed for the advancement of any society. They impart knowledge, information, skills, attitude, beliefs, ideas and values on students, who eventually turn out to be useful to the society through their various professions. In emphasizing the vital roles of school teachers, the Federal Republic of Nigeria (NPE, 2014) stated that, no nation could rise above the quality of its teachers and also outgrow the quality and status of its education. Teachers are the agents through which educational goals could be realized. Abdul-Rashid and Bokkasam (2005) and Opinmi (2014)

described teachers as important change agents whom through their actions of teaching and management of classroom activities transform the plan and objectives of education into reality. It is therefore parts of teachers' task to ensure that school curricular and extra-curricular activities are properly planned and executed to bring about students' holistic development.

It is essential to note that the performances of teaching staff largely determine whether an education system will be successful or otherwise. Kukuru (2011) and Omolayo and Oluwafemi (2012) asserted that, the effectiveness of employees (secondary school teachers inclusive) determines the level of an organization's success. Task performance is hence, a critical variable that could influence the realization of organizational goals and objectives. Effective task performance by teachers is quite essential to a school as an organization because it leads to the achievement of both short and long term educational goals and objectives.

Teachers are indispensable factors in the realization of educational objectives of any level of education, their roles in ensuring efficiency and effectiveness of the educational system, especially the secondary education which is the focus of this study cannot be over emphasized because of its roles in providing technical, entrepreneurial vocational job specific skills for self-reliance for students and provision of holders of the Basic Education Certification with chance for higher education among others (Federal Republic of Nigeria, 2014). The achievement of the goals and objectives of education could not be totally divorced from the effective task performance on the parts of teachers in the system. Teachers' task performance could therefore be described as how effective a teacher discharges the assigned duties and responsibilities in the school system (Faremi, 2021). Byas and Rue (2000) on the other hand viewed teachers' task performance as an outcome after a job is completed. It represents the levels of achievement of each job and the fulfillment of school regulations, expectations and requirements for educational goals and objectives. Faremi (2021) asserted that the task performance of a teacher manifests in his/her effectiveness in teaching, classroom management, students' discipline, motivating and creating leadership roles in the school system, among others. Adejumobi and Ojikutu (2013) opined further that, parameters such as lesson preparation, level of job commitment, supervision, evaluation among others can inform or influence teachers' task performance.

Abiodun-Oyebanji (2010), equally argued that most teachers are guilty of not being committed to their work. The scholar further explained that many teachers are weak in the area of subject mastery and lesson preparation. Teachers, who master their subjects and prepare lesson notes well, may likely perform their teaching task better and do well in various tasks assigned to them. The ability of teachers to organize, coordinate, control and manage their teaching activities, coupled with the ability to manage students' behaviour within and outside the classroom as well as their commitment towards their jobs and the attainment of its goal(s) are pre-conditions in determining how effective a teacher has performed his/her task.

Over the years, educational stakeholders have expressed deep concern over the apparent or obvious ineffective task performance of teachers in Oyo State secondary schools. Emunemu and Isuku (2011) and Sule (2013) revealed that, the exhibition of poor attitude to work by secondary school teachers was one of the major factors leading to the decline in the attainment of the nation's educational development. This is because secondary school teachers seem to exhibit some actions such as lack of commitment to work, poor subject mastery, poor classroom organization, lack of good teaching pedagogy and poor lesson preparation among others which, many at times are detrimental to their performance. Anhwere (2013) and Oladiran (2019) identified indices of teachers' task performance as lesson note preparation, good subject mastery, choosing appropriate teaching pedagogy, classroom arrangement and management among others as very key to effective performance of teachers' task. However, the indices of teachers' task performance to be considered in this study include; subject mastery, lesson preparation and teaching pedagogy.

Teaching task of teachers which is reflected in good subject mastery, good lesson notes preparation and using the appropriate teaching pedagogy appear to be poor in many secondary schools in Oyo State, Nigeria. Ineffective teaching appears to be associated with task performance of many secondary school teachers in the state. For instance, lesson note preparation is a very crucial part of teaching task of teachers, however, writing of up-to date lesson notes appears to always being an issue of disagreement between the teachers and their principals, many of the teachers are grossly unwilling to write their lesson plans, and whenever they do, its usually not up-to-date or haphazardly done, thereby jeopardizing the realization of classroom teaching objectives. Some of the teachers seem to have shallow subject mastery, resulting to poor teaching in the class. Using appropriate teaching pedagogy seems to be poorly done in many secondary schools in Oyo State. Monotony of teaching methodology which indicates a lack of dynamism among some of the teachers is the order of the day in many of the State secondary schools. All these observations seem to promote poor task performance among secondary schools teachers in the state and the outbreak of COVID 19 pandemic seems to have likewise worsened the situation of teachers' task performance in Oyo State secondary schools. If these problems are not properly addressed, obviously it would jeopardize the achievement of goals and objectives which secondary schools are set to achieve in line with National Policy on Education (2014).

All these poor attributes as regard teachers' performance seem to have contributed in no small measure to students' poor academic performance in Oyo State secondary schools especially in public examination such as West African School Certificate Examination (WASCE). This was evidently shown in the 2017 WASCE, where Oyo state took the 29th position out of the 36 states in the country, including the Federal Capital Territory (FCT). Likewise, the 2018 released WAEC results showed that the situation was not really different from that of 2017, as Oyo State took 26th position out of the 36 States of the federation. Even in 2019, the state still took 26<sup>th</sup> position like the previous year which is an indication that the students' academic performance leaves much to be desired. There may therefore be a link between this low students' achievement and the task

performance of their teachers. Hence, the reason for this study, teachers' professionalism and task performance in Oyo State public secondary schools, Nigeria.

In any education system, teachers' role in the teaching-learning process has been identified as a specialized body of cognitive-based group of people whose actions and inactions affect the attainment of the set educational goals. Teachers' professionalism can hence, be seen to include the technical knowledge which encompasses professional judgment that requires strong cognitive-based knowledge or mental ability. Adesina (2005) referred to teachers' professionalism as building into the teaching career some control devices to ensure that the practitioners are worthy members of the profession. Although several calls had been made from different stakeholders in the education industry all over the world, especially in Nigeria, that teaching should be professionalised, it is of great concern that teaching in Nigeria has not really assumed full professional status like other professions such as the legal and medical professions (Yusuf, Afolabi and Oyetayo, 2014). In relation to this study, indicators such as the code of ethics, teachers' qualification, and teachers' autonomy will be used to measure teachers' professionalism. This is because these variables are very germane to the professionalism of teachers which in turn may influence their task performance.

Code of ethics is one of the factors that could likely influence teacher's performance. Teacher's code of ethics, therefore, is the mission statement or the standards of professional conduct and integrity expected of teachers in schools for the purpose of upholding the values and principles guiding the teaching profession in Nigeria (Asoga-Allen, 2016). Its aim is to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, learners/students, and all other stakeholders in the education industry. According to Maphosa, Bhebhe and Dziva (2015), professional ethics tend to have positive relationship with employees' performance. In recent times, it appears that some behavioural discontent are being exhibited by some teachers in Oyo State secondary schools, such as lack of dedication to duty, lateness to school, absenteeism, aiding and abetting examination malpractices, and indulgence in other anti-social activities that can be referred to as unethical behaviour, which are against the ethics of the teaching profession and which may hence, jeopardize or lead to low task performance among secondary school teachers if not curtailed.

However, it has been observed that many teachers in Oyo state secondary schools do not comply with the code of ethics when performing their tasks. In reality, many of them seem not to be aware of the existence of any code of ethics within their profession. Adewuyi, Abodunrin, and Ogunwuyi (2000) laid credence to this fact, that, although, there exist code of ethics for secondary school teachers in Oyo State, it is unfortunate to note that, most of them are not aware of what it entails because they have no copies of it. However, there is a likelihood that this scenario has changed over time. With this situation, one could imagine a lot of unprofessional acts that many of the teachers would have committed ignorantly or engaged in. In their study on challenges of implementing code of conduct within the public sector, Sakyi and Bawole (2009), Al-Siyabi

(2016) and Aja-Okorie (2016) revealed that most administrators show no seriousness about the implementation of code of ethics in their organizations, thereby, making the practice of code of conducts among workers (teachers inclusive) to be ineffective. Corroborating this position, Mabagala (2013) noted that, the problem of code of ethics is more rampant among secondary school teachers and its usually caused by institutional related factors such as weak leadership, weak supervision and monitoring, syndrome of leniency, ignorance about the code and personal factor. He then concluded that the more conflicting schools' code of ethics is, the poorer the implementation of proper classroom organization, adequate lesson preparation, and commitment, which may lead to low teachers' task performance.

Also, teachers' professionalism is largely determined by the qualification acquired or recommended as criteria to be a member of a professional body. An individual teacher is, therefore, accepted as a member into a professional body based on the qualification or certification recommended by the body for all its members at a point of entry into the profession. In the teaching profession, members are recognized as professional teachers if and when they acquire the relevant academic certificate(s) that qualifies them as teachers. Such certificates in Nigeria are, Nigeria Certificate in Education (NCE), Postgraduate Certificate Diploma in Education (PGDE), Bachelor of Education (B.Ed), and Bachelor of Science in Education (B.Sc Ed). Oyekan (2000) and Abe (2014) further affirmed that "a teaching qualification is an academic or professional achievement that qualifies a person as a registered teacher and enables him/her to teach in school". He remarked further that, such qualifications include, but are not limited to, the PGDE, B.Ed, B.Sc (Ed) and the NCE. As many other professions such as Medicine, law, engineering, and others cannot be practiced without the requisite knowledge and academic qualification/certificates from the field, also should be teaching.

Meanwhile, in the teaching profession in Nigeria, it seems qualifications for teachers have not been adhered to. This explains why so many people who are not trained as teachers and have no teaching qualifications are found teaching in most Nigerian secondary schools (Asoga-Allen, 2016). In recent times, it has been observed that many people who do not have the basic requirements are recruited and posted to many secondary schools, thereby, making secondary schools full of unqualified teacher who can hardly impart knowledge to students. It appears that teaching in Nigeria has been seen by most job seekers as a profession that provides them with a temporary job while they seek for their desired employment in other areas of discipline. The incompetence of these unqualified teaching personnel may result in poor subject mastery, poor lesson preparation and ineffective teaching pedagogy, and ultimately poor students' academic performance which is a reflection of teachers' low task performance. De Araugo and Beal (2013) and Onyekuru and Ibegbunam (2013) revealed that trained teachers' are more effective at work and are significantly better than untrained ones. They then, concluded that trained teachers' are likely to perform better on their jobs than the untrained ones.

Also, teacher's job autonomy is another important factor of professionalism that determines how secondary school teachers perform their task. According to Jiang and Ma (2012), teacher's job autonomy can be defined as the ability to take a free decision, and responsibility to take control of teaching and learning in school. Teachers' job autonomy is viewed as the ability of teachers to use their initiatives and discretion in the day-to-day activities that revolves around their duties. It allows teachers' to be totally in charge of their work and make free decisions about the method of teaching. In a school environment where teachers are subjected to several controls and strict supervision, their performance could be low. This is because they may not be able to use their initiative to achieve better results. Since teachers are the key players in the education system, the government should realize that, teacher task performance can only be enhanced if they are allowed some levels of professional autonomy as regards their work. In his work on the relationship between professional autonomy and work performance of teachers, Shamina (2016) revealed that the overall professional autonomy and teachers' job performance in secondary schools are positively and significantly related. The study then concluded that, educational institutions needed to design strategies and operate a school culture which would encourage the professional autonomy of teachers so as to achieve better task performance.

However, despite the call by educational stakeholders for reasonable teacher's job autonomy in secondary schools, the government seems to be indifferent to this call. Secondary school teachers tend to operate based on orders from the above. Sehwat (2014) noted that even when there is job autonomy; teachers may not feel confident that they could exercise it without being challenged by the administrator for doing things differently. Therefore, where a teacher's job autonomy is not allowed to operate, the task performance may be low.

### **Statement of Problem**

Over the years, teachers' low task performance in Oyo State secondary schools has become an issue of serious concern to many stakeholders in the education industry. Teachers' task performance, which is expressed in form of effective subject mastery, lesson preparation and teaching pedagogy in this study appear to be facing some challenges in many public secondary schools especially, in Oyo State. The quality of teaching expected from teachers when discharging their duties in the classroom includes hard work, resourcefulness, punctuality, intellectual curiosity, initiative and dedication to work. However, these as observed, appear to be grossly lacking in many secondary schools in Oyo State. The low teachers' task performance in so many years in the state has now culminated to students' poor performance in public examination such as the West African Secondary Schools Certificate Examination (WASSCE) conducted by West African Examination Council (WAEC). This perceived problem of low teachers' task performance may portend a great danger to the achievement of the goal of secondary school education in the State if it goes unchecked. This study, hence, investigated teachers' professionalism and teachers' task performance in public secondary schools in Oyo State.

## Research Questions

The following research questions were answered in the study.

- i. What is the level of teachers' task performance in Oyo State secondary schools?
- ii. What is the level of professionalism (teachers' compliance with code of ethics, teachers' qualification and teachers' job autonomy) among teachers in Oyo State secondary schools?

## Hypotheses

The following hypotheses were tested in the study.

Ho<sub>1</sub>: There is no significant joint contribution of teachers' professionalism (teachers' compliance with code of ethics, teachers' qualification and teachers' job autonomy) to teachers' task performance in Oyo State public secondary schools.

Ho<sub>2</sub>: There is no significant relative contributions of teachers' professionalism (teachers' compliance with code of ethics, teachers' qualification and teachers' job autonomy) to teachers' task performance in Oyo State public secondary schools.

## METHODOLOGY

This study investigated professionalism and teachers' task performance in secondary schools in Oyo State, Nigeria. The descriptive survey research design was adopted in the study while the multi-stage sampling procedure was used to select the samples for the study. Simple random sampling technique was used to select 3 out of the 6 educational zones in the State. The same sampling technique was likewise deployed to select 10 out of 20 Local Government Areas across the sampled zones. 30% of schools in each of the selected Educational Zones (EZs) were randomly selected giving a total of 78 schools. The proportionate to size sampling technique was further deployed to select 20% of teachers (1163) in all the 3 sampled EZs of the State. The total enumeration technique was used to select principals within the sampled schools, which gave 78 respondents (principals) in all. The instruments titled: Teachers' Professionalism Questionnaire (TPQ) and Teachers' Task Performance Questionnaire (TTPQ) were developed and used to collect data for the study. Reliability coefficients of:  $r = 0.73$ ,  $r = 0.84$  and  $r = 0.81$  were obtained for the Compliance with Code of Ethics, Teachers' Job Autonomy (the indices of professionalism) and Teachers' Task Performance respectively, through Cronbach alpha method. The data collected were analyzed by using descriptive statistics to answer the research questions. Multiple Regression Analysis was used to test the hypotheses at  $p < 0.05$  level of significance.

**Research Question 1:** What is the level of teachers' task performance in Oyo State secondary schools?

**Table 1 shows the level of teachers' task performance in Oyo State secondary schools.**

S/N	Items	VH 4	H 3	L 2	VL 1	Mean	Std. Dev.
<b>Lesson preparation</b>							
1	Timely preparation of lesson plan.	16 20.8%	3 3.8%	17 21.8%	42 53.8%	1.05	0.683
2	Timely preparation of scheme of work.	22 28.2%	3 3.8%	14 17.9%	39 50.0%	1.11	0.769
3	Timely preparation of report of activities .	10 12.8%	30 38.5%	31 39.7%	7 9.0%	1.53	0.893
4	Effective preparation of lesson notes	9 11.5%	29 37.2%	38 48.7%	2 2.6%	1.41	0.730
<b>Subject mastery</b>							
1	Demonstrates good teaching skills.	15 19.2%	31 39.7%	31 39.7%	1 1.3%	1.21	0.772
2	Explain difficult concept	10 12.8%	29 37.2%	37 47.4%	2 2.6%	1.50	0.744
3	Align instruction with assignment given.	9 11.5%	25 32.1%	39 50.0%	5 6.4%	1.47	0.817
4	Encourage students' participation during lesson.	10 12.8%	30 38.5%	31 39.7%	7 9.0%	1.55	0.832
<b>Teaching Pedagogy</b>							
1	Effective use of instructional materials.	4 5.1%	16 20.5%	38 48.7%	20 25.6%	1.05	0.820
2	Effective evaluation of teaching technique.	9 11.5%	26 33.3%	35 44.9%	8 10.3%	1.46	0.833
3	Effective classroom interaction	10 12.8%	21 26.9%	37 47.4%	10 12.8%	1.40	0.873
4	Effectiveness of teaching methods	9 11.5%	27 34.6%	35 44.9%	7 9.0%	1.49	0.818
<b>Average Mean</b>					<b>1.35</b>		

**VH = Very High H = High L = Low VL = Very Low**  
 Remark: High = 2.00 – 4.00 Low = 0.00-1.99

Table 1 reveals the level of teachers' task performance in secondary schools in Oyo State. The results shows that 75.6% (21.8% and 53.8%) of the respondents affirmed that timely preparation of lesson plan by secondary school teachers was low while 24.6% (20.8% and 3.8%) objected to this position (mean =1.05, SD = 0.683). Likewise, the result indicates that 56.4% (50.0% and 6.4%) of the respondents affirmed that align instruction with assignment given by secondary school teachers was low (mean=1.47, SD= 0.817) while 43.6% objected to this position. The result also reveals that 74.3% of the respondents confirmed that effective use of instructional materials by secondary school teachers was low while 25.6% of the respondents were found to be high (mean =1.05, SD = 0.820). The table shows a weighted average mean of 1.35. This then implies that, the level of task performance among secondary school teachers in Oyo State is low. This means that secondary school teachers in Oyo State are performing poorly as far as their task performance is concerned.



**Research Question 2:** What is the level of professionalism (teachers' compliance with code of ethics and teachers' job autonomy) among teachers in Oyo State secondary schools?

**Table 2: The level of Professionalism (teachers' compliance with code of ethics and teachers' job autonomy) among teachers' in Oyo State secondary school**

Compliance with Code of Ethics	VH 4	H 3	L 2	VL 1	Mean	Std. Dev.
Dress formally to school everyday	21 1.8%	27 2.3%	210 18.1%	905 77.8%	0.72	0.60
Avoid the use of abusive language on students	700 60.2%	276 23.7%	125 10.7%	62 5.3%	2.61	0.88
Communicate in comprehensible language with students	48 4.1%	111 9.5%	385 33.1%	619 53.2%	1.35	0.82
Avoidance of corporal punishment	200 17.2%	293 25.2%	396 34.0%	274 23.6%	1.64	1.02
Avoidance of corrupt practices in school	278 23.9%	112 9.6%	248 21.3%	525 45.1%	1.88	1.22
Avoidance of improper conduct among students of opposite sex	203 17.5%	122 10.5%	259 22.3%	579 49.8%	1.05	1.14
Adherence to moral codes of the teaching profession	59 5.1%	86 7.4%	388 33.4%	630 54.2%	0.37	0.83
Exhibition of proper conduct within the school	31 2.7%	99 8.5%	210 18.1%	905 77.8%	0.42	0.757
Maintain cordial relationship with students	21 1.8%	83 7.1%	125 10.7%	62 5.3%	1.49	0.708
Maintain cordial relationship with colleagues	39 3.4%	58 5.0%	385 33.1%	619 53.2%	1.51	0.743
Maintain cordial relationship with school administrative staff	28 2.4%	74 6.4%	396 34.0%	274 23.6%	0.48	0.722
					<b>1.23</b>	<b>0.86</b>
Teacher Job Autonomy	VH	H	L	VL	Mean	STD. Dev
Good support for teacher's freedom	389 33.4%	99 8.5%	31 2.7%	644 55.4%	1.42	0.76
Responsibility for students' performance	366 31.5%	693 59.6%	21 1.8%	83 7.1%	1.49	0.71
Accountability for teachers decision making	335 28.8%	781 62.9%	39 3.4%	58 5.0%	1.51	0.74
Involvement in school decision making	368 31.6%	74 6.4%	28 2.4%	693 59.6%	1.48	0.72
Interaction with school administrator	133 11.4%	288 24.8%	494 42.5%	248 21.3%	1.34	0.92
Freedom to personal decision	51 4.4%	339 29.1%	578 49.7%	195 16.8%	1.04	0.80
Freedom of control over work	76 6.5%	260 22.4%	589 50.6%	238 20.5%	1.29	0.82
Control over curriculum	443 37.3%	218 18.7%	201 17.3%	301 25.3%	1.58	0.982
Freedom of interaction with parents of their students	579 49.8%	28 2.4%	427 36.7%	129 11.1%	1.44	0.838
<b>Average Weighted Mean</b>					<b>1.40</b>	<b>0.81</b>
<b>Overall Average Mean for Teacher Professionalism</b>					<b>1.32</b>	

**VH = Very High    H = High    L = Low    VL = Very Low**  
**Remark: Very Low = 0.01-1.99                      High = 2.00 – 4.00**

Table 2 reveals the level of professionalism (compliance with code of ethics and teachers' job autonomy) among teachers' in Oyo State secondary schools. The result shows that 95.9% of the

respondents showed low responses to the notion that they dress formally to school every day while 4.1% showed high responses to this position, with a mean score of (0.72, SD=0.60). Nearly all items on the table tend towards negative responses with low mean score cutting across all of them except item 2 that has a high mean of (2.61, SD=0.88), which is an indication that the level of professionalism (compliance with code of ethics) is low among the Oyo state secondary school teachers.

Again, the table further reveals the result of the analysis based on the level of teachers' job autonomy, the results shows that 62% of the respondents were of the notion that their interaction in school decision making is low while 38% of them objected to this position, with a mean score of (1.48, SD=0.72). Likewise, other items on the table reveals low mean scores all through, for teachers' autonomy; with a weighted average of 1.40. This then implies that, teachers' autonomy is low in secondary schools in Oyo State. Therefore, with the low weighted average of 1.23 for compliance to code of ethics and low weighted average of 1.40 for teacher's job autonomy, the level of professionalism among teachers in Oyo State secondary schools is therefore low with overall average of 1.32

**Teachers' qualification**

**Table 3: Respondents Highest Qualification**

Variable	Frequency	Percentage
NCE	228	19.6%
B.Ed	234	20.1%
B.Sc/Ed	439	37.7%
B.A/Ed	160	13.8%
M.Ed	102	8.8%
<b>Total</b>	<b>1,163</b>	<b>100%</b>

Table 3 showed respondents distribution by highest educational qualification. Out of a total number of 1,163 respondents, 228 representing 19.6% have NCE; 234 representing 20.1% have B.Ed; 439 representing 37.7% have/B.Sc/Ed; 160 representing 13.8% have B.A/Ed and 102 representing 8.8% have M.Ed. This implies that majority of the secondary school teachers have the required qualification and are well qualified for the job.

**Hypothesis 1:** There is no joint contribution of teachers' professionalism (teachers' compliance with code of ethics, teachers' qualification and teachers' job autonomy) to teachers' task performance in Oyo State public secondary schools.

**Table 4: Joint Contribution of Teachers’ Professionalism factors (teachers’ compliance with code of ethics, teachers’ qualification and teachers’ job autonomy) to Teachers’ task performance**

Model		Sum of Squares	Df	Mean Square	F	Sig.
R= 0.286 <sup>a</sup> R Square=0.082 Adjusted R Square= 0.075 Std. Error of the Estimate=11.90022	Regression	14534.752	3	1614.972	11.404	0.000 <sup>b</sup>
	Residual	162857.523	1150	141.615		
	Total	177392.275	1159			

a. Dependent Variable: Teachers’ Task Performance

b. Predictors: (Constant), Teachers’ compliance with code of ethics, Teachers’ qualification and Teachers’ job autonomy

Table 4 shows the regression analysis of the joint contribution of independent variables (compliance with code of ethics, teachers’ qualification and teachers’ job autonomy) to the dependent variable (teachers’ task performance). The result presents the value of multiple correlations (R), R square of multiple correlations ( $R^2$ ) in the model summary. In the Table, it was revealed that a multiple correlation of 0.286 exists between independent and dependent variables, this implies that, independent variables could influence teachers’ task performance to some extent and  $R^2$  of 0.082 is an indication that independent variables accounted for 8.2% of the total variance observed in dependent variable (teachers’ task performance) leaving the remaining 91.8% to other factors that were not considered in the study. The table equally showed that the combination of all the independent variables allowed reliable prediction of teachers’ task performance  $F(3,1150) = 11.404, p < 0.05$ ). Hence, there is significant joint contribution of teachers’ professionalism variables to teachers’ task performance.

**Hypothesis 2:** There is no significant relative contributions of teacher professionalism (teachers’ compliance with code of conducts, teachers’ qualification and teachers’ job autonomy) to task performance in Oyo State public secondary schools.

**Table 5: Relative contributions of teachers’ professionalism to task performance in Oyo State public secondary schools**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.745	3.180		0.234	0.000
Compliance with Code of Ethic	0.008	0.074	0.019	0.110	0.026
Teachers’ Autonomy	0.543	0.075	0.240	7.224	0.000
Teachers’ qualifications	-0.176	0.195	-0.008	0.902	0.367

a. *Dependent Variable: Teachers’ Task Performance*

Table 5 presents the co-efficient of regression analysis for relative contributions of teachers' professionalism to teachers' task performance. The result revealed that, of all the variables considered in the study, teachers' job autonomy ( $\beta = 0.240$ ) made the highest contribution to teachers' task performance, followed by compliance with code of ethics ( $\beta = 0.019$ ). Teachers' qualification ( $\beta = -0.008$ ) is shown not to have a significant contribution to teachers' task performance. This then implies that, the contributions of teachers' job autonomy and compliance with code of ethics to teachers' task performance are quite significant, except teachers' qualification which was not significant to teachers' task performance.

## DISCUSSIONS OF FINDING

Research question one revealed that the level of task performance among teachers in Oyo State secondary schools is low. This result corroborates the work of Emunemu and Isuku (2011), Kukuru (2011) and Sule (2013) who all confirmed that there is a low level of task performance among secondary school teachers. This then implies that secondary school teachers in Oyo State performed below expectation in the area of lesson preparation, subject mastery, and teaching pedagogy. This could be as a result of poor condition of service, lack of in-service training programmes, poor salaries and lack of motivation for teachers among others.

The finding of research question two showed that the level of professionalism among secondary school teachers in Oyo State is low. This finding aligned with the view of Maphosa, Bhebhe and Dziva (2015), Al-Siyabi (2016) and Aja-Okorie (2016), who revealed that teachers' professionalism had no influence on employee performance. This then implies that the display of ethical behaviour among secondary school teachers and also allowing them to discharge their duties freely with little or no interference may necessarily not influence their task performance. However, the work of Oyekan (2000) and de Araugo and Beal (2013) negate the finding of the study; the study revealed that the professionalism has positive influence on task performance among secondary school teachers. They further revealed that teachers' professionalism has extraordinary effect on teacher's capacity to perform successfully on the task delegated to them. The finding of the regression analysis of the joint contribution of the independent variable (teachers' professionalism) to the dependent variable (teachers' task performance) shows a significant joint contribution of teachers' professionalism to teachers' task performance. The finding corroborates the work of Yusuf, Afolabi and Oyetayo (2014) and Asoga-Allen (2016) who found a strong and direct connection between professionalism and employees' performance. Embodying ethical knowledge may give teachers the ability to practice their teaching skills with morals and ethics and not just perceiving their jobs as being casual. This implies that secondary school teachers' compliance with the code of ethics guiding their profession may in turn improve their task performance. Likewise teachers' with job autonomy would likely be more motivated to higher performance. If teaching is to be regarded as a standardized profession as it played out in other fields of discipline such as medicine and law, teachers will be giving the freedom to discharge

their duties. Hence, secondary school teachers would display high level of task performance when they are fully in control of their teaching role/activity, the teaching guide and pedagogy

The results of hypothesis two showed the coefficient of regression analysis for relative contributions of teachers' professionalism to their task performance. The finding reveals significant relative contributions of teachers' professionalism to teachers' task performance except for teachers' qualification indicator which did not contribute to teachers' task performance. The result affirmed the findings of Onyekuru and Ibegbunam (2013) which showed that, there was a significant positive relationship between teachers' professionalism and employees' job fulfillment. This result further affirmed the findings of Adesina (2005) and Abe (2014) who revealed that, there was no significant difference in mean between teacher's qualifications and teacher's job performance. They argued that many subject teachers have at least minimum required level of education. They summarily explained that no matter the higher level of educational qualification attains by secondary school teachers, it will have little or no effect on their level of task performance, as long as they have minimum required qualification for teaching.

## CONCLUSIONS

Based on the major findings of this study, it could be concluded that compliance with code of ethics, and teacher's job autonomy had significant influence on the task performance of secondary school teachers in Oyo State, Nigeria. Therefore, in order to improve the task performance of these categories of teachers, compliance with code of ethics and teachers' autonomy should be put in proper respective by the managements of secondary education in Oyo State, Nigeria.

## Recommendations

Based on the discussions and findings, the following recommendations were proffered:

- i. Since the performance of secondary school teachers is revealed to be low, government should ensure that proper attention is given to those factors (compliance with code of ethics and teacher's job autonomy) that could boost their tasks, so as to improve their performances.
- ii. Government should allow teachers some level of autonomy that will enable teachers' carry out their duties in such a way that will enhance their productivity and make them perform creditably well on their jobs.
- iii. Government should make compulsory the first two stages of teachers' qualification which are NCE and B.Ed for secondary school teachers. While, less emphasis should be placed on secondary school teachers acquiring higher education degree such as M.Ed and Ph.D which has been found to have little or no influence on their performances.

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