

Professionalism and Educators Job Effectiveness in Public Secondary Schools in Ilorin Metropolis, Kwara State Nigeria

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Abstract

This study looked at the linkage between professionalism and educators job effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. Descriptive research of a correlational design was espoused. Multi-stage sampling procedure was used to sample 397 study participants, which made up of 45 principals, 135 vice principals and 217 heads of departments in 45 public secondary schools. Data were collected with the use of structured instrument titled: “Educators’ Professionalism and Job Effectiveness Assessment Questionnaire” (EPJEAQ). Descriptive tools such as mean and standard deviation, as well as and inferential statistics of Pearson product moment correlation were utilized to statistically analyse the collected data. The main finding of the study revealed that, the level of educators’ professionalism dimensions is moderate (GM = 2.77), while their level of job effectiveness was moderate (GM = 2.82) too. Findings also revealed that, overall professionalism dimensions had significant relationship with educators’ job effectiveness ($r = .928$; $df = 386$; $p < 0.05$). Particularly, professionalism dimensions of professional relationship ($r = 0.289$; $p < 0.05$), development ($r = 0.261$; $p < 0.05$), knowledge ($r = 0.253$; $p < 0.05$), ethics ($r = 0.246$; $p < 0.05$), and commitment ($r = 0.239$; $p < 0.05$) were moderately correlated with educators’ job effectiveness, while professional accountability had low significant association with educators’ job effectiveness. This suggests that, members of

the school management team (principals, vice-principals and H.O.Ds) should be familiar with the role of professionalism in improving educators scholarly knowledge, good organizational standards, career development, organizational commitment, congenial work relationship, and answerability for optimum efficiency, and higher level effectiveness.

Keywords: Educators, Job Effectiveness, Professionalism Dimension

Introduction

Professional educators are those trained, licensed and skilled individuals (that is, fully certified and holds the equivalent of either an Nigerian Certificate in Education, Bachelor of Education, Post Graduate Diploma in Education, Masters of Education and PhD in Education in his/her area of specialization) who carry out wide-ranging educational tasks and responsibilities such as, delivering the content of the subject matter in their respective fields, setting a high standard that will challenge students, enforcing discipline on students when necessary, overcoming blindspots and evaluating students' progress based on outlined goals and objectives in the school, among other things. They are also anticipated to be prompt and methodical in school activities, perform effective teaching, inspire students, satisfy the students with their instructional excellence and approach, efficiently manage time in the classroom, uphold punitive behaviour within and outside the classroom setting, complete tasks assigned by school administrators, and ensure the academic accomplishment of their students' (Altun, 2017). Additionally, professional educators are obligated to build constructive rapports with their student's parent and colleagues (Limon & Sezgin-Nartgün, 2020). The effective discharge of all the aforementioned pedagogical, classroom management, co-curricular, assessment, modification and learning outcome statutory roles, tasks, functions and duties by professional educators, are what researchers like Cortez, Galman, Amaranto, Tomas and Rufino (2021), Grace, Oladejo and Oladejo (2020), and Giami and Obiechina (2019) termed 'job effectiveness'. It is however demoralizing that, the effectiveness of educators in most Nigerian high schools, especially in Ilorin metropolis at the moment has been brought under rigorous inquiry over their poor discharge of prescribed statutory task, functions, duties and roles. Confirming this position, evidence-based researches (Iheme & Owhondah, 2020; Imhangbe, Okecha & Obozuwa, 2018; Akram, 2015) in addition to the investigators work-life know-how showed that, some public school educators do not come to school on time, some rarely teach students, writing daily lesson notes for some educators appears a tedious task, while some educators do not plan well and/or even prepare hastily for classes they should ordinarily teach, even as others do not even have a good clutch of the subject or topic they

plan to teach. More so, vital pedagogical activities such as, overseeing school activities, regular appraisal of students learning, preservation of classroom/school discipline among students, observance of students attendance registers, partaking in staff meetings, conducting morning devotion, performing house mastership duties, and offering counseling to students, were oftentimes neglected by secondary school educators. Other ineffectiveness dilemmas such as compressing lessons and subject topics, untimely completion of syllabi, and low involvement extramural and recreational activities (sports, games) are now everyday criticism of the school community/education stakeholders.

All these work effectiveness-related anomalies, which can impede the delivery of quality and purposeful secondary education, have often been attributed to lack of professionalism displayed amongst educators (Mun-Gyung & Kyung-Hee, 2021; Iroegbu & Ogbodo, 2019; Akram, 2015). This, as observed by these investigators, mostly manifest amongst others in poor observance of teaching occupation ethics, deficient subject and didactic knowledge, non-commitment to change and constant improvement, and poor work fellowship and rapport between educators and school community members. Related issues as postulated by Atunde and Aliyu (2019), is that some educators just come to school and go back home without any aim of developing themselves professionally, as long as they receive their remuneration and obtain their promotion as at when due. Educator's misconduct, insubordination, truancy, lateness, intentional absenteeism, and unprofessional mind-set towards assigned duties are currently becoming a norm (Enamiroro, Okpilike & Felix, 2012), while some educators leave the school premises before authorized closing hour, and demonstrate laid-back attitude towards students academic challenges/needs, engage in examination misconduct, even as disconnectedness between students and their educators are common as well. In lieu of this professionalism issues, one could propose that, for secondary school educators' to attain high level of job effectiveness, they must be professionally trained, disciplined (be of good conduct), capable (pedagogical, managerial and subject knowledge competences), committed, skillful, efficacious, friendly and exhibit admirable professionalism. Professionalism' is ordinarily understood as an individual's observance to a set of canons, rules or code of conducts (Bukhatir, 2018a; Altinkurt & Ekinici, 2016; Anderson, 2012) that characterize acceptable practices within a particular occupation (Meador, 2020; Wardoyo, Herdiani & Sulikah, 2017; Organisation for Economic Co-Operation and Development, 2016) by sustaining a reputation for aptitude, obligation, veracity, confidentiality and answerability. From this definition, one can say contextually that, professionalism refers to those professionalism-induced conduct, demeanour and behaviours that a secondary school educator possesses, uphold

and exhibits in the effective discharge of his/her statutory responsibilities. In view of this, authors like Iroegbu and Ogbodo (2019) and Trott and Luo (2016) identified five major dimensions of educators' professionalism, namely; character, commitment to innovation and progression, pedagogical knowledge, obligations and working relationships beyond the classroom. Korkmaz and Unsal (2020) and Bukhatir (2018b) added that, educators' self-assurance, ensuring learning of individual students, cooperation/collaboration, influencing others in improving school practice and work autonomy are proof of professionalism. Scholars like Mollel (2019) and Altinkurt and Yilmaz (2014) considered professionalism indices to include pleasing values of service, dependability, reliability, liability, experience, qualifications, and reliable standards. Others researchers (Mahulae, Lumbanraja & Siahaan, 2020; Altinkurt & Ekinici, 2016; Weber & Johnsen, 2015) agreed that professionalism is expressed by: strong intellectual and specialist knowledge base that underlies professional activities; adherence to a profession's bylaws; involvement in the knowledge development through research and self-study; positive relationship with clients based on trust; dedicative service in attaining school goals; and responsibility and accountability towards their profession and their customers.

In spite of the abovementioned measuring indices, authors like Cortez, Galman, Amaranto, Tomas and Rufino (2021) and many others investigators (Mun-Gyung & Kyung-Hee, 2021; Stone-Johnson & Miles, 2020; Darling-Hammond, Hyler & Gardner, 2017; Umar & Ogundiran, 2014; Anderson, 2012) agreed that educators' professionalism is multi-dimensional, and it essentially captures different professional characteristics/qualities of a professional educator in education practice. This however, informs the conceptualization of educators professionalism in the present study, as educators are: expected to be knowledgeable in their respective subject area/specialization; adhere to set of values, norms, and code of ethics guiding their profession; continuously undertake development programmes to be abreast with the modern developments in their profession; display total commitment to the teaching profession; collaborate effectively with colleagues, members of school management team and other school stakeholders for the attainment of schooling goals and objectives; and ensure accountability for outcomes of professional duties. This implies that professional knowledge, ethics, development, commitment, relationship and accountability are six fundamental measuring tools key to attaining high level professionalism in educational practice. Contextually, professional knowledge refers to the level of pre and post-entry personal, content, pedagogical (Algadheeb & Abdulrahman, 2015) and managerial knowledge (Ohworisi, 2015) an educator must possess, master and exhibit in delivering quality instruction. Professional ethics are those legal and ethical behaviours, as

stipulated in the teaching profession code of conduct, which a educator is expected to adhere to at all times, such that his/her behaviour and action(s) are not harmful to the school. These include good appearance/dressing, punctuality, respectfulness, honesty, orderliness, tactfulness, confidentiality, respect for privacy, tact, friendliness, work unsupervised (meet deadlines, set priorities), cooperativeness, flexibility, multi-skilling, and disciplined (Okolocha & Osahon, 2015; Umar & Ogundiran, 2014). Professional development are those organised learning and development activities or programmes (seminars, conferences, advanced degrees), which an educator undergoes within and outside his/her workplace (Jimoh, 2019), so as to learn precise skills or gain knowledge, maintain professional credentials and advance his/her professional career (Darling-Hammond, Hyler & Gardner, 2017). Professional commitment refers to the extent of willingness effort exerted by educators to diligently serve their schools (Salehnia & Ashraf, 2015) by: accomplishing their jobs with enthusiasm, displaying high level obligation in helping students academically, and contributing relentlessly to the success of school programmes (Altun, 2017). Professional relationship, which is the fifth dimension of educators' professionalism studied, are those professional rapport educators' exhibit in building and maintaining respectful and positive empathy with all members of the school community (Zeiger, 2018) and/or stakeholders (students, their parents, other educators, administrators, and support personnel). Professional accountability refers to educator's exhibition of high level acceptability and responsibility for their statutory duties performed, e.g students learning progress, performance and successes.

It is imperative to note that, each dimension of educators' professionalism shows its significance in educational practice, and their level of exhibition can affects the instructional roles of educators (Salehnia & Ashraf, 2015). This simply implies that, the level of professionalism exhibited by educators can play significant roles in the effective discharge of their statutory task, duties, and functions. Authenticating this conjecture, variety of researches with inconclusive results have attempted to reach an understanding of the link between educators' professionalism and their job effectiveness in different geographic spheres, including Nigeria (Ige & Adepoju, 2021), and other developing (Mduma & Mkulu, 2021; Mollel, 2019) and developed (Cortez et al., 2021; Cottle, 2014; Korkmaz & Unsal, 2020; Mahulae, Lumbanraja & Siahaan, 2020; Mun-Gyung & Kyung-Hee, 2021; Shaleh & Suhaimi, 2019; Sudrajad, Mohd Nor, Karwono, Dacholfany, Mansor, Aida, Hamid & Lismayanti, 2018) nations globally. Even though, obtainable literature has built a base for this study, the present study is distinctive, as prior researches on the study endeavour were limited conceptually and geographically. In particular, the focus of available studies was mainly

on professionalism (Sappa, Boldrini & Aprea, 2015; Cottle, 2014; Saqipi, Asunta & Korpinen, 2014) and its relations to job performance (Mun-Gyung & Kyung-Hee, 2021; Wardoyo, Herdiani & Sulikah, 2017), students’ educational achievement (Bakar, 2018), locus of control (Algdheeb & Abdulrahman, 2015; Dali, Armanu & Setiawan, 2013), organizational cynicism (Altinkurt & Ekinci, 2016; Altinkurt & Yilmaz, 2014), burnout (Celik, & Yilmaz, 2015) and job satisfaction (Cortez et al., 2021; Mahulae, Lumbanraja & Siahaan, 2020), while other studies focused on some of the component of educators professionalism like professional attitude (Korkmaz & Unsal, 2020; Shaleh & Suhaimi, 2019; Varma, Williams & David, 2019), development practices (Mduma & Mkulu, 2021; Jimoh, 2019), competence (Mollel, 2019; Sudrajad et al., 2018), ethical issues (Trott & Luo, 2016; Igbeka & Okoroma, 2013; Enamiroro, Okpilike & Felix, 2012) as well as professional commitment and interest (Bedanta, 2020; Nugroho & Haryanto, 2019; Altun, 2017; Eren, 2012). Likewise, the relative and combined effects of the studied professionalism domains (professional knowledge, professional ethics, professional development, professional commitment, professional relationship and professional accountability) on educators’ effectiveness for this study were not considered in prior researches. In addition to these contextual limitations, it is important to note that, none of the earlier studies were conducted within the geographical confine of Ilorin metropolis. In view of this background and identified research fissure, this study investigated the existing connection between educators’ professionalism and job effectiveness in public secondary school in Ilorin metropolis, Kwara State, Nigeria. Based on this, a diagrammatic plan of the study’s conceptual model was designed (see Figure 1).

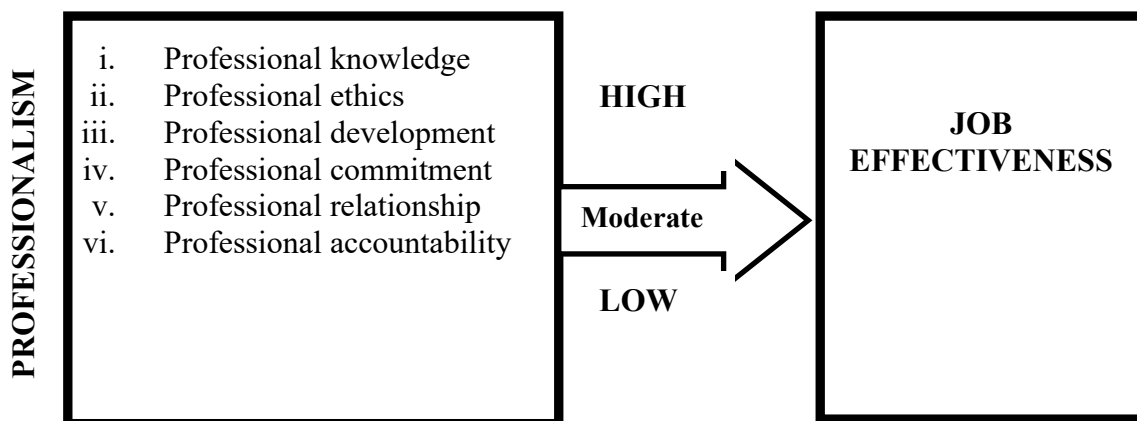


Figure 1: Schematized diagram showing the conceptual framework

The diagram in Figure 1 demonstrates that the former (professionalism indices) are likely predictors of the later, that is, job effectiveness. It was also conceptualized that, educators job effectiveness depends on the level (high, moderate or low) of professionalism they exhibit while

discharging their statutory duties. In line with the conceptual assumptions, this study developed three main research questions (RQs):

1. What is the level of educators' professionalism dimensions in public secondary schools in Ilorin metropolis, Kwara State?
2. What is the level of job effectiveness among public secondary school educators in Ilorin metropolis, Kwara State?
3. Does professionalism dimensions of professional knowledge, ethics, development, commitment, relationship and accountability have any joint and relative effect on educators' job effectiveness in public secondary schools in Ilorin metropolis, Kwara State?

Methodology

The descriptive survey of a correlation method of research design was adopted for this study. The choice of this study design was based on its methodological and cost-related efficacy in testing existing relationships based on participants' responses over a diminutive period of time.

The study population comprised all 81 public secondary schools in Ilorin metropolis, which comprises of Ilorin East (27 schools), Ilorin South (25 schools) and Ilorin West (29 schools) Local Government Areas. Thus, the study was targeted at 713 members of the school management team (81 principals, 238 vice-principals and 394 HODs) in all the 85 government-owned secondary schools in Ilorin metropolis, Kwara State, Nigeria (Source: Field Survey, 2022). This set of participants was targeted in order to have an objective response on the dependent (educators' professionalism) and independent (job effectiveness) variables.

The multi-stage sampling procedure of stratified random and census sampling was adopted in selecting the study participants. Specifically, 15 schools were sampled in each of the three LGAs in the study area (Ilorin East, South and West), totaling 45 secondary schools. Thereafter, census sampling was used in selecting all the management staff in the 45 sampled schools in Ilorin metropolis. This includes 45 principals, 135 vice principals and 217 HODs, totaling 397 sampled participants. The censuring approach, rather than a sampled portion as posited by Creswell and Creswell (2018) and Olatian and Nwoke (2014) is permitted in a capacity where the population, like the present research, is too small to limit the collection of data to a proportion of it.

A self-developed questionnaire guided by a collection of views, and observations from related literature and survey instruments was used for data gathering. The instrument titled: “Educators’ Professionalism and Job Effectiveness Assessment Questionnaire” (EPJEAQ), which was administered on members of the school management team (principals, vice-principals and HODs), has three parts: 1, 2, and 3. Part 1 dwells on demographic information of the participants, such as name of school, gender, marital status, highest academic qualification, years of management experience, and age range etc. Part 2 focused on educators’ professionalism under six main domains. Explicitly, professional ethics (Iroegbu & Ogbodo, 2019; Igbeka & Okoroma, 2013), professional knowledge (Bukhatir, 2018b; Algadheeb & Abdulrahman, 2015), and professional commitment (Zeiger, 2018; Altun, 2017) were adapted from existing literature, while professional development professional relationship and professional accountability were self-designed by the authors. Part 3 of EPJEAQ, which was also adapted from accessible literature (Ohworisi, 2015) centred on educators’ job effectiveness. A four point Likert type scale was used in rating responses of participants (see Table 1).

Table 1: Likert Rating Scale Used for EPJEAQ

Educators Professionalism Scale (30-Items)	Job Effectiveness Scale (15-Items)
Strongly Disagree (SD) = 1 points	Poor (P) = 1 point
Disagree (D) = 2 points	Average (A) = 2 points
Agree (A) = 3 points	Good (G) = 3 points
Strongly Agree (SA) = 4 points.	Excellent (E) = 4 points

For instruments validity, EPJEAQ was given to specialists in Educational Management and Measurement and evaluation. Their views and submissions were integrated into the final draft that was administered on the respondents. To estimate EPJEAQ’s reliability, it was pilot tested on 30 adhoc participants from six secondary schools, which were not part of the studied sample. The data obtained was subjected to Cronbach Alpha reliability testing, and reliability coefficients of .825, .844, .782, .816, .842 and .821 were obtained for professionalism sub-scales of PE, PK, PD, PC, PR and PA respectively, while .803 was obtained for job effectiveness. Summarily, the overall reliability index yielded .819. This is an indication that EPJEAQ was a reliable research instrument.

The researchers visited the selected schools to carry out the proper administration of the questionnaire on the 397 sampled participants, with prior approval from Kwara State Ministry of Education and Human Capital Development. To give room for proper attention on items in the

questionnaire, two weeks were allowed for its completion. In this regard, 388 questionnaires were retrieved, implying 97.7% response rate.

Data analysis was carried out with using Statistical Package for Social Sciences (SPSS) software 24.0 version using descriptive and inferential tools (refer to Table 1).

Table 2 Statistical Instruments used for Data Analysis

RQs	Statistical Tool	Decision Scale
RQs 1 & 2	Mean scores and standard deviation	Mean scores between: 3.25 - 4.00 = High Level Professionalism (HLP)/ Highly Effective (HE) 2.50 - 3.24 = Moderate Level Professionalism (MLP)/ Moderately Effective (ME) < 2.50 = Low Level Professionalism (LLP)/ Ineffective (IE)
RQ 3	Pearson Product Moment Correlation (PPMC)	p-value < 0.05 = Significant p-value > 0.05 = Not Significant

Results and Discussion

Results generated from analysed data collected were presented in Tables 3 – 11, based on research questions that guided the study.

Table 3: Mean ratings of the level of educators' professionalism dimensions in public secondary schools in Ilorin metropolis

S/N	Professionalism Indicators	Total Cluster Mean	Std. Deviation	Average Cluster Mean (ACM)	Decision
1.	Professional knowledge	14.02	4.18	2.81	MLP
2.	Professional ethics	13.74	4.39	2.75	MLP
3.	Professional development	14.31	3.92	2.86	MLP
4.	Professional commitment	13.36	4.41	2.67	MLP
5.	Professional relationship	15.43	3.86	3.08	MLP
6.	Professional accountability	12.29	4.68	2.46	LLP
	Overall Grand Mean	83.15	25.44	2.77	MLP

Findings from Table 3 make known that, the level at which educators in Ilorin metropolis exhibit professional relationship (ACM = 3.08), development (ACM = 2.86), knowledge (ACM

= 2.81), ethics (ACM = 2.75), and commitment (ACM = 2.67) were moderate respectively, whereas educators’ exhibit low level (ACM = 2.46) of professional accountability. Summarily, the level of educators’ professionalism in public secondary schools in Ilorin metropolis was moderate (grand mean score of 2.77).

Table 4: Mean ratings of the level of educators’ job effectiveness in public secondary schools in Ilorin metropolis

S/N	Indicators	Total Mean Scores	Std. Deviation	Average Mean	Decision
1.	Job Effectiveness	42.33	13.41	2.82	ME

Analysis in Table 4 showed that, the average grand mean score of 2.82 falls within the criterion mean score 2.50 - 3.24. This implies that, the level of job effectiveness among secondary school educators in Ilorin metropolis was moderate.

Table 5. Joint Correlations between Overall Professionalism Indices and EJE

Descriptive Statistics			
	Mean	Std. Deviation	N
Professionalism	83.1497	25.43513	388
Educators’ Job Effectiveness	42.3302	13.40854	388
Correlations			
		PI	EJE
Professionalism	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	388	388
Educators’ Job Effectiveness	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	388	388

** . Correlation is significant at the 0.05 level (2-tailed).

Key: PI = Professionalism Indices, EJE = Educators’ Job Effectiveness

A study of Table 5 shows that the p-value (.000) is less than .05 level of significance for 386 degree of freedom. Hence, there was strong significant relationship between professionalism dimensions and educators job effectiveness in public secondary schools in Ilorin metropolis, Kwara State (r = .928; p<0.05).

Table 6. Correlations between Professional Knowledge and EJE

Correlations			
		PK	EJE
Professional Knowledge	Pearson Correlation	1	.253**
	Sig. (2-tailed)		.000
	N	388	388
Educators' Job Effectiveness	Pearson Correlation	.253**	1
	Sig. (2-tailed)	.000	
	N	388	388

** . Correlation is significant at the 0.05 level (2-tailed).

Key: PK = Professional Knowledge, EJE = Educators' Job Effectiveness

As indicated in table 6, the p-value (0.000) is less than .05 level of significance at 386 degrees of freedom. Hence, there was positive relationship between professional knowledge and educators' job effectiveness in public secondary schools in Ilorin metropolis ($r = 0.253$; $p < 0.05$).

Table 7. Correlations between Professional Ethics and EJE

Correlations			
		PE	EJE
Professional Ethics	Pearson Correlation	1	.246**
	Sig. (2-tailed)		.000
	N	388	388
Educators' Job Effectiveness	Pearson Correlation	.246**	1
	Sig. (2-tailed)	.000	
	N	388	388

** . Correlation is significant at the 0.05 level (2-tailed).

Key: PE = Professional Ethics, EJE = Educators' Job Effectiveness

Results in Table 7 shows that the p-value (0.000) is less than .05 level of significance at 386 degrees of freedom. This is an indication that, professional ethics is positively related with educators' job effectiveness in public secondary schools in Ilorin metropolis ($r = 0.246$; $p < 0.05$).

Table 8. Correlations between Professional Development and EJE

Correlations			
		PD	EJE
Professional Development	Pearson Correlation	1	.261**
	Sig. (2-tailed)		.000

	N	388	388
Educators' Job Effectiveness	Pearson Correlation	.261**	1
	Sig. (2-tailed)	.000	
	N	388	388

** . Correlation is significant at the 0.05 level (2-tailed).

Key: PD = Professional Development, EJE = Educators' Job Effectiveness

Statistical information in Table 8 shows that, the p-value (0.000) is less than .05 level of significance at 386 degrees of freedom. This consequently, shows that, professional development is positively related with educators' job effectiveness in public secondary schools in Ilorin metropolis ($r = 0.261$; $p < 0.05$).

Table 9. Correlations between Professional Commitment and EJE

Correlations			
		PC	EJE
Professional Commitment	Pearson Correlation	1	.239**
	Sig. (2-tailed)		.000
	N	388	388
Educators' Job Effectiveness	Pearson Correlation	.239**	1
	Sig. (2-tailed)	.000	
	N	388	388

** . Correlation is significant at the 0.05 level (2-tailed).

Key: PD = Professional Commitment, EJE = Educators' Job Effectiveness

Table 9 indicates that the p-value (0.000) is less than .05 level of significance at 386 degrees of freedom. Hence, the positive hypothesis was accepted. This reveals that, there is a moderate correlation between professional commitment and educators' job effectiveness in public secondary schools in Ilorin metropolis ($r = 0.239$; $p < 0.05$).

Table 10. Correlations between Professional Relationship and EJE

Correlations			
		PR	EJE
Professional Relationship	Pearson Correlation	1	.289**
	Sig. (2-tailed)		.000
	N	388	388
Educators' Job Effectiveness	Pearson Correlation	.289**	1

	Sig. (2-tailed)	.000	
	N	388	388
**. Correlation is significant at the 0.05 level (2-tailed).			

Key: PR = Professional Relationship, EJE = Educators’ Job Effectiveness

Table 10 indicates that the p-value (0.000) is less than .05 level of significance at 386 degrees of freedom. Hence, professional relationship is significantly correlated with educators’ job effectiveness in Ilorin metropolis ($r = 0.289$; $p < 0.05$).

Table 11. Correlations between Professional Accountability and EJE

Correlations			
		PA	EJE
Professional Accountability	Pearson Correlation	1	.199**
	Sig. (2-tailed)		.012
	N	388	388
Educators’ Job Effectiveness	Pearson Correlation	.199**	1
	Sig. (2-tailed)	.012	
	N	388	388
**. Correlation is significant at the 0.05 level (2-tailed).			

Key: PA = Professional Accountability, EJE = Educators’ Job Effectiveness

In Table 11, result showed that, the p-value (0.012) is lesser than .05 level of significance for 386 degree of freedom. Interpretatively, result showed that, there is a low correlation between professional accountability and educators’ job effectiveness in public secondary schools in Ilorin metropolis, Kwara State ($r = 0.199$; $p < 0.05$).

Discussion

The overall results based on the first RQ revealed that, the level of educators’ professionalism dimensions in public secondary schools in Ilorin metropolis was moderate. This finding is akin to that of Saqipi, Asunta and Korpinen (2014) but opposes results of those researches carried out in Philippines, China, Indonesia and Turkey (Cortez et al., 2021; Mun-Gyung & Kyung-Hee, 2021; Bakar, 2018; Wardoyo, Herdiani & Sulikah, 2017; Altinkurt & Ekinci, 2016) which found high level of professionalism among secondary educators. At the individual parlance, the moderate level of professional relationship, development, knowledge, ethics and commitment displayed by educators in the present research aligns with those of Cortez et al. (2021), Mun-Gyung and Kyung-Hee (2021), Mahulae, Lumbanraja and Siahaan (2020), and Bakar (2018) who

independently found that the extent at which educators maintain professional demeanors, commitment, expertise, and skills were average or higher category. Whereas, the unveiled low level of professional accountability exhibited by educators in this research is rather not surprising considering the fact that not only do they not always avail themselves to students for consultation and counseling, but most of them do not accept responsibility for student learning outcomes. This might have a detrimental effect on individual, school and the entire educational system, if not given adequate attention. This finding is in line with that of the Organisation for Economic Co-Operation and Development (2016) who reported that, professional accountability though often neglected by some educators, has a crucial role in defining a successful/unsuccessful educational system.

Outcomes from the second RQ showed that, educators in Ilorin metropolis were moderately effective in their statutory tasks and duties. This finding is not surprising considering the level of morale, enthusiasm and attitude of some educators towards their job, which reflects their level of professional knowledge, ethics, development, commitment, relationship, and accountability displayed/exhibited, as found in this study (see table 3). This might be unconnected to the fact that, the mainstream of educators stumbled into the teaching profession as a result of being unemployed, as most of them seem to engage in teaching as a last resort, while preparing for what they really want to do (Ige & Adepoju, 2021; Johnson, Atunde & Olaniyi, 2020; Atunde & Aliyu, 2019; Ohworisi, 2015). In fact, some educators see the teaching profession as a stop-gap and an opportunity to be in a profession that gives them enough spare time to engage in other profit-making ventures. Also, the politics of favourism, personal interest, ethnicity, nepotism and partiality associated with the recruitment of educators to the teaching profession despite the efforts of the Educators Registration Council of Nigeria in the professionalization of teaching is a major short-coming in educators' effectiveness in contemporary Nigeria. This finding supports the studies of Grace, Oladejo and Oladejo (2020), Peter, John and Ofem (2020) and Giami and Obiechina (2019) that educator mean rating of their job performance was above average in public senior secondary schools in Ogun, Akwa Ibom and Rivers States respectively. However, the finding contradicts that of Rosales and Ramirez (2019) who found high level of the teaching effectiveness among educators in Philippines.

Results further proved that, overall professionalism dimensions was significantly correlated with educators job effectiveness in Ilorin metropolis, Kwara State ($r = .891$; $p < 0.05$). Distinctively, professionalism indices of PR, PD, PK, PE, PC and PA all had significant correlation with job

effectiveness of public secondary school educators ($p < 0.05$). This finding therefore illustrates that the higher the level of professional relationship, development, knowledge, ethics, commitment and accountability exhibited by educators, the higher their level of job performance, and vice versa. This is because professionalism in the workplace create better relationship with stakeholders (Darling-Hammond, Hyler & Gardner, 2017); ensures continuous career development of workers (Mduma & Mkulu, 2021); sets good organizational standards (Mun-Gyung and Kyung-Hee, 2021; Johnson, Atunde & Olaniyi, 2020); ensures high level of work ethic and excellence (Mahulae, Lumbanraja & Siahaan, 2020); keeps employees motivated and ensures dedication; enhances integrity and responsibility (Wardoyo, Herdiani & Sulikah, 2017), creates higher success rates (Bakar, 2018), and invariably, enhanced efficiency and effectiveness.

Explicitly, the influence of professional ethics and educators' effectiveness found in this study is an indication that without professional ethics, or where there is, but is either not adhered to, decadence and all manners of misrule, corruption and sharp practices become prevalent in place of transparency, honesty, loyalty, discipline, sexual comportment, punctuality, respectfulness, responsiveness and socially responsible organisational behavior, which may be detrimental to the achievement of school goals. This is the basic rationale for the introduction of codified ethics to the teaching profession, as they are meant to guide educators' behaviour and job performance. This discovery supports the studies of Atunde and Aliyu (2019), Igbeka and Okoroma (2013) who discovered that educator's who engage in unethical behaviours (absenteeism, lateness, irregularity, and indiscipline) in their profession are low performers. Corroboratively, Iroegbu and Ogbodo (2019) confirmed that, positive and dutiful ethical practices are the antithesis to high level performance among educators in the school setting.

The relationship found between professional knowledge and job effectiveness ($p < 0.05$), implicates that, as professional knowledge of educators' improves, their job effectiveness will also increase correspondingly. This result supported the submissions of Bukhatir (2018b) and Akram (2015) who noted that educators' are crucial facilitator of knowledge acquisition hence they have to be knowledgeable in order to be able to impart qualitative knowledge. Therefore, an educator needs professional knowledge more than anyone else because it is central to the application of broad, deep, and integrated sets of scholarly knowledge and skills as they plan for, implement, and revise instruction (Bedanta, 2020). The findings therefore corroborated other investigators (Mahulae, Lumbanraja & Siahaan, 2020; Bakar, 2018; Sudrajad et al., 2018) who

found that educators who possessed higher pedagogical and professional competence/knowledge are effective while discharging their duties.

In terms of the correlation between professional development and educators' job effectiveness, one could say that, the more educators continually developed themselves professionally by engaging in variety of developmental programmes within and outside the school, the higher their level of job effectiveness, and vice versa. This finding therefore agrees with earlier studies (Jimoh, 2019; Mduma & Mkulu, 2021; Mollel, 2019; Sulisty, Sri Rachmajanti & Muniroh, 2017), which reported that educators who periodically availed themselves to need-based professional development programmes performed more effectively in their workplace than those who were not.

The influence of professional commitment on educators' job effectiveness found in the present research echoed the fact that committed educators are allied with the school they are working and they dedicate and/or channel their time/energy towards attaining the school's objectives. In the same vein, committed educators are fervent about their job (Salehnia & Ashraf, 2015) and are exemplified by enthusiasm about thoughts that can change the routine of pedagogical and scholarly duties for the better (Altun, 2017), and passion that can make a distinction to achievement of learners (Nugroho & Haryanto (2019). The finding of the present study however supports that of Korkmaz and Unsal (2020) who found that increasing levels of professional commitment of educators had a positive effect on their teaching practices, skills and classroom management strategies. This also corroborated Cortez et al.'s (2021) findings that low professional commitment leads to high rate of turnover, malingering, tardiness and eventually withdrawal of services which result to educators' low productivity.

The finding regarding the professional relationship effect on educators' job effectiveness ($p < 0.05$) corresponds with OECD's (2016) observation that, strong professional relationships are foundational to any educators work experience, as it increases their participation in academic activities in their schools and enables them to communicate more effectively with superiors, colleagues, parents and other stakeholders involved in the didactic process. Darling-Hammond, Hyler & Gardner (2017) reiterated further that through professional relationships educators are able to learn from each other, develop into improved educators, and work in partnership with their coworkers/colleagues to provide qualitative learning experiences to students. This finding corroborated a previous international study (Meador, 2020) which reported that educators are

significantly less stressed when they have solid professional relationships with school stakeholders, and their effectiveness level increases nearly 55% when they develops close relationship at work.

Statistical outcome also showing weak but significant correlation between educators' professional accountability and job effectiveness ($p < 0.05$) suggests that, as educators become more accountable to school stakeholders for their professional duties and responsibilities, their job effectiveness will increase and vice versa. According to Iroegbu and Ogbodo (2019), the accountability of educators in the didactic process and towards school stakeholders (students, parents, principals) will help them to accept ownership over classroom performance and discharge their professional and statutory duties according to existing rules.

Conclusion

Considering the findings of this study, one can conclude that, professionalism has significant influence on the job performance among secondary school educators in Ilorin metropolis, Kwara State, Nigeria. Also that, the level of educators' professional relationship, development, ethics, knowledge, and commitment is moderate, while that of professional accountability is low. On the other hand, the overall level of educator job performance is moderate. One can then suggests that, for educators to be highly effective, the level of all the six professionalism indices studied should be vigorously improved upon among public secondary schools educators in Ilorin metropolis, Kwara State, Nigeria. Members of the school management team (principals, vice-principals and H.O.Ds) should also recognised the professional role of scholarly knowledge, organizational standards, career development, work commitment, congenial work relationship, and responsibility in enhancing optimum efficiency, and higher level effectiveness among educators.

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