

**THE EFFECTS OF TEACHERS' PROFESSIONALISM ON ACADEMIC  
PERFORMANCE IN ENGLISH LANGUAGE AMONG SENIOR SECONDARY  
SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA**

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## CERTIFICATION

We, the undersigned, certify that this project was carried out by Victoria Ighaosa OSEYE with matriculation number EDU2102277 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and qualify for the partial fulfilment of the requirement for the award of the degree of B.A(Ed.) in English and Literature.

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## **DEDICATION**

This research work is dedicated to God Almighty.

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## ABSTRACT

This study investigated the effects of teachers' professionalism on academic performance in English Language among senior secondary school students in Oredo Local Government Area of Edo State. It specifically examined how teachers' professional competence, instructional skills, and ethical standards influenced students' writing skills, reading comprehension, and oral communication. The study adopted a descriptive survey research design involving a population of 2,157 participants, comprising English Language teachers and students across fourteen (14) public senior secondary schools in Oredo Local Government Area. A sample of 150 respondents, consisting of 50 teachers and 100 students were randomly selected to ensure fair representation. Data were collected using a validated questionnaire and data were analyzed using descriptive statistics, percentages, and frequency distribution.

The findings revealed that teachers' professionalism had a significant effect on students' academic performance in English Language. Teachers who demonstrated strong professional ethics, effective instructional techniques, and active engagement in professional development produced students with improved writing abilities, better reading comprehension, and enhanced oral communication skills. The study also found that teachers' mastery of subject matter, regular class attendance, and commitment to continuous improvement contributed to higher student achievement and a more positive classroom environment. Furthermore, professional teachers were more likely to employ student-centered approaches that promoted participation, feedback, and interaction, which in turn improved learning outcomes.

Based on these findings, the study recommended that teachers were encouraged to engage in regular professional development programs to enhance their teaching methods and language competence. School administrators were to consistently monitor and encourage teachers to uphold professional standards and discipline within the learning environment. Education policymakers should organize workshops and training sessions aimed at improving teachers' pedagogical skills and professional ethics. Additionally, teacher training institutions are to incorporate more practical and ethical components in their programs to strengthen professionalism among prospective teachers. Lastly, parents and guardians were encouraged support students' involvement in English Language activities such as debates and public speaking to reinforce classroom learning and promote communication confidence.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Teacher professionalism involves a teacher's qualifications, conduct, ethical responsibility, pedagogical skills, and commitment to continuous learning. It reflects how well teachers meet the standards expected in the profession, serving as a key factor in educational quality and accountability (Day, 2020). Teaching is more than delivering content; it includes shaping students' futures, maintaining ethics, and engaging with educational reforms. Professionalism links academic preparation with the skills teachers demonstrate in the classroom.

Typically, professional teachers have qualifications such as a bachelor's degree in education or a related field and hold certifications from regulatory bodies like the Teachers Registration Council of Nigeria (TRCN) or the Teaching Regulation Agency (TRA) in the UK (UNESCO, 2019). These certifications ensure teachers possess pedagogical expertise, subject knowledge, and uphold ethical standards. Advanced degrees and participation in educational research further enhance professionalism (Goodwin & Low, 2021).

Experience and continuous professional development (CPD) are crucial. Darling-Hammond et al. (2020) emphasize that professionalism grows through ongoing learning, mentoring, and adapting to new teaching methods and technologies. Professionalism is therefore a continuous process, not just a status earned from qualifications.

Professional teachers demonstrate skills in pedagogy, classroom management, assessment, emotional intelligence, communication, and adaptability. They design student-centered lessons and manage classrooms to foster engagement and learning (Shulman, 1987; Hattie, 2019). Teachers use assessment data to guide instruction and provide feedback (CCSSO, 2019). Emotional intelligence enables them to understand and support diverse student needs (Jennings & Greenberg, 2009). Collaboration and reflection are also key, helping improve teaching practices and student outcomes (Ingersoll & Merrill, 2017).

In Nigeria, academic performance in English Language is a major concern. English proficiency affects success across subjects and future opportunities. Teacher professionalism through qualifications, pedagogy, management, and ethics directly impacts students' writing, reading comprehension, and oral communication skills.

Writing skills develop when teachers use effective instructional strategies and provide constructive feedback (Hamidu, 2022). Reading comprehension improves when teachers engage students with texts and manage classrooms well, despite challenges like large classes and limited resources in Oredo Local Government Area (Egwuasi, Nnodi, & Udoatai, 2019; Okafor & Obi, 2020).

Oral communication grows when teachers model good communication and create interactive learning environments that encourage student participation (Egwuasi, Nnodi, & Udoatai, 2019). It is against this backdrop that this study examines how teachers' professionalism affects senior secondary students' English Language performance in Oredo Local Government Area.

## **Statement of the Problem**

Recent observations have pointed to a persistent decline in the academic performance of students in English Language, particularly at the senior secondary school level, despite its central role in the Nigerian educational system. English Language remains the medium of instruction and communication and the foundation upon which other academic subjects are built, yet students' performance in national examinations continues to raise concern. The West African Examinations Council (WAEC) Chief Examiner, Prof. Ato Essuman's Report (2021) showed the persistent underachievement in English Language, citing issues such as poor grammatical expression, limited vocabulary, incoherent essay organization, and inability to respond appropriately to comprehension and summary questions. This recurring trend suggests that the root of the problem may be more complex than commonly assumed, prompting educational researchers to examine the underlying factors. Among the critical areas under scholarly investigation is the influence of teachers' professionalism on students' learning outcomes. There is growing concern among academics that many students may be underperforming due to inadequate instructional support, which can often be linked to the professional capacity of the teachers handling the subject. Teachers' professional attributes such as their academic qualifications, instructional delivery methods, classroom management, and professional ethics have been shown to significantly impact the learning environment and student outcomes. A teacher lacking in professional competence may struggle to communicate key concepts, manage classroom dynamics, or employ learner-centered instructional strategies that foster active engagement and comprehension. This becomes particularly problematic in core areas such

as writing, reading comprehension, and oral communication, where the effectiveness of instruction depends heavily on the skill and disposition of the teacher. It is in search for answer to the above question that the researcher seeks to investigate the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area.

### **Research Questions**

The following research questions were raised in order to guide the study:

1. What is teachers' professionalism?
2. How does teachers' professionalism influence students' writing skills in English language among senior secondary school students?
3. What is the effect of teachers' professionalism on students' reading comprehension abilities in English language?
4. In what ways does teachers' professionalism affect students' performance in oral communication skills in English language?

### **Purpose of the Study**

The main purpose of the study is to investigate the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area. The specific objectives of the study are to;

1. examine the meaning of teachers' professionalism.

2. examine the influence of teachers' professionalism on students' writing skills in English language among senior secondary school students.
3. determine the effect of teachers' professionalism on students' reading comprehension abilities in English language.
4. investigate the ways in which teachers' professionalism affects students' performance in oral communication skills in English language.

### **Significant of the Study**

The study when completed will greatly benefit students, teachers, policy makers, Ministry of Education and Prospective researchers. Given that students are the primary beneficiaries of quality teaching, the findings of this research would help in identifying how specific professional attributes of teachers, such as subject mastery, pedagogical competence, classroom management skills, and adherence to ethical standards translate into improved academic outcomes in English Language.

English Language teachers stand to benefit significantly from the research findings. The findings would show areas of strength and weakness in their current professional practices, encouraging reflection and self-assessment. Teachers would be able to evaluate the extent to which their instructional methods and professional conduct align with best practices that support students' academic achievement. In addition, the study could serve as a source of motivation for teachers to pursue further professional development opportunities, particularly in language instruction strategies and classroom communication, thus fostering a more effective teaching-learning process.

The findings would prove useful to policy makers and curriculum developers, especially within the Ministry of Education. Through evidence-based findings, the study would inform the development of targeted policies aimed at enhancing teacher recruitment, training, and continuous professional development, particularly in core subjects such as English Language.

The Ministry of Education at both the state and federal levels would find the research invaluable in assessing the efficacy of existing teacher training programs and curricular frameworks. The findings would reveal how professionalism influences student outcomes, the ministry could re-evaluate its support structures for teachers, such as mentoring programs, teacher appraisal systems, and incentives for professional excellence. This would foster a more accountability-driven educational system in which teacher performance is closely linked to student achievement metrics.

Lastly, prospective researchers would find this study an essential reference point for future research. The research would lay a solid foundation for further academic investigation into the dynamics of teacher professionalism and student academic outcomes. Thus, it will stimulate further investigation on the topic under research.

### **Scope and Delimitation of the Study**

The study focuses on the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area. The study is delimited to senior secondary schools in Oredo Local Government Area.

## **Definition of Terms**

The following key terminologies used in this research study are contextually defined below:

1. **Teachers' Professionalism:** This term refers to the demonstration of appropriate knowledge, skills, ethical conduct, and commitment by teachers in planning, delivering, and evaluating instructional activities to enhance student learning outcomes.
2. **Academic Performance:** Academic Performance refers to the measurable outcomes of students' learning, typically assessed through grades, test scores, and other formal assessments that reflect their understanding and proficiency in a subject, particularly English Language.
3. **Oredo Local Government Area:** This refers to the specific administrative region in Edo State, Nigeria, where the study is conducted and from which the participants are drawn.
4. **Pedagogical Skills:** This refers to the methods, strategies, and instructional techniques that teachers employ to facilitate effective learning in English Language.
5. **Classroom Management:** This denotes the ability of a teacher to create and maintain an organized, supportive, and disciplined learning environment.
6. **Reading Comprehension:** This means the ability of students to understand, interpret, and analyze written texts in English Language.

7. **Writing Skills:** This refers to the ability of students to express their thoughts clearly, coherently, and grammatically in written English.
8. **Oral Communication Skills:** This refers to the ability of students to express themselves fluently and confidently in spoken English during academic and social interactions.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature regarding the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area under the following subheading:

- Theoretical Framework
- Concept of Teachers' Professionalism
- Influence of Teachers' Professionalism on Students' Writing Skills
- Influence of Teachers' Professionalism on Students' Reading Skills
- Influence of Teachers' Professionalism on Students' Speaking Skills
- Summary of Reviewed Literature

#### **Theoretical Framework**

The theoretical framework for the study is anchored primarily on theories of teacher professionalism and professional development, which elucidate how teacher qualities and continuous growth impact student outcomes. This is based on Linda Evans's (2014) theory of professionalism and professional development. Evans's theory identifies three core components of teacher professionalism: behavioral (what teachers do), attitudinal (teachers' attitudes), and intellectual (teachers' knowledge and reflection). These components interact dynamically, creating a "chain-reaction" process where growth in one dimension fosters development in others, ultimately enhancing teaching quality (Evans, 2014, as cited in research from Manchester University, 2025). This multidimensional perspective is crucial because it highlights that professionalism is not only about qualifications or behaviors but also about teachers' mindset and intellectual engagement, which collectively influence their

effectiveness in the classroom. Supporting this, empirical studies have demonstrated a positive and significant relationship between teachers' professionalism and students' academic performance in English. For example, research conducted in Nigerian secondary schools found that teacher professionalism, including personality traits, teacher-student interactions, and teachers' actions, significantly correlates with improved student outcomes in English language (ranging from  $r=0.772$  to  $r=0.896$ ,  $p<0.05$ ) (Nairaproject, 2021; Researchwap, 2021). These findings shows that professional teachers who engage well with students and exhibit strong professional behaviors positively affect learners' academic achievements.

The Cambridge Assessment English approach further enriches the theoretical framework by emphasizing the importance of sustained, context-specific professional development for teachers. This approach identifies key features of effective teacher professional development programs such as relevance, reflection, collaboration, integration of theory and practice, and observable outcomes (Galaczi et al., 2018). Their Teaching Framework categorizes teacher competencies into knowledge about learning and learners, teaching and assessment, language ability, and professional development and values. This framework supports the idea that teacher professionalism is a developmental continuum requiring ongoing learning and adaptation to improve student learning outcomes, particularly in English language teaching. Moreover, the literature on teacher professional development highlights that effective professional development leads to improved teacher morale, job satisfaction, and motivation, which are closely related to teaching quality and

student performance (Behroozi & Osam, 2021; Philipsen et al., 2019). This aligns with Evans's theory, which integrates attitudinal and intellectual components as vital for sustained teacher growth.

### **Concept of Teachers' Professionalism**

Teachers' professionalism is a concept that encompasses much more than instructional competence; it includes ethical practices, commitment to lifelong learning, adherence to institutional norms, and the capacity to inspire and guide learners. Fundamentally, it embodies expert knowledge, ethical conduct, continual improvement, and accountability to learners, colleagues, and society. According to the Organisation for Economic Co-operation and Development (OECD, 2021), teachers' professionalism rests on three interconnected domains: a solid knowledge base, professional autonomy in pedagogical decision-making, and active participation in professional communities. These elements are crucial for cultivating environments that promote critical thinking, innovation, and student-centered learning. A professional teacher is thus not only an instructor but also a mentor, curriculum developer, and societal role model.

National and institutional frameworks help codify these professionalism standards. For example, the UK's Teachers' Standards by the Department for Education (DfE, 2023) emphasize high expectations, subject mastery, pedagogical expertise, effective classroom management, and reflective practices, serving as benchmarks for teacher performance and professional development. Similarly, in Nigeria, the Teachers Registration Council of

Nigeria (TRCN) enforces codes and continuous professional development (CPD) requirements to maintain teacher competence and ethical practice (Okafor & Obi, 2020).

The ethical dimension of professionalism is particularly defining. Teachers hold a unique position of influence, entrusted to nurture young minds responsibly. Professional ethics include respect for learners' rights, equity, confidentiality, and integrity in assessments. Sullivan and Glanz (2021) highlight that ethical professionalism means aligning everyday teaching with broader moral values a challenge intensified by increasingly diverse and inclusive classrooms. Moreover, professionalism today demands cultural sensitivity, digital literacy, and efforts to combat biases and stereotypes in both teaching content and interactions.

Continuous professional learning is another hallmark of teacher professionalism. The rapid advancements in educational technologies and methodologies require teachers to be lifelong learners. Professional development activities such as workshops, conferences, and peer collaboration keep teachers updated with new trends. Darling-Hammond et al. (2020) emphasize that effective professional development should be sustained, collaborative, and embedded in classroom practice to foster ongoing improvements. Opfer and Pedder (2021) note that professional learning aligned with actual classroom needs and supported by leadership is most impactful.

Accountability is also a key aspect; teachers answer to students, parents, administrators, education ministries, and society. This accountability manifests in student assessment outcomes, classroom management, and community engagement. However,

Cochran-Smith et al. (2020) caution against over-reliance on high-stakes testing as a professionalism measure, as it risks narrowing curricula and stifling creativity. A balanced approach involving both qualitative and quantitative assessments is essential.

Teacher leadership increasingly forms part of professionalism, expanding roles beyond the classroom to mentoring, curriculum reform, and policy participation. Wenner and Campbell (2021) describe teacher leadership as an advanced professionalism stage where educators shape practice and policy while remaining classroom grounded. This role requires autonomy and institutional support. The COVID-19 pandemic accelerated digital tool adoption, making digital competence a core professionalism component. Trust and Whalen (2021) argue digitally skilled teachers improve instruction and model digital citizenship. Thus, post-pandemic professionalism redefines to include digital fluency, encompassing digital pedagogy, cybersecurity awareness, and online engagement.

Despite these ideals, unprofessional activities persist in secondary schools that undermine teacher professionalism. Common issues include absenteeism and lateness, which disrupt learning continuity and disrespect students' time. Some teachers engage in favoritism or unfair assessment practices, violating ethical standards of equity and integrity. Use of corporal punishment or humiliating discipline contradicts respectful, developmental approaches expected of professionals. Resistance to continuous professional development, such as avoiding workshops or ignoring emerging educational technologies, hinders lifelong learning commitments. Poor classroom management and preparation reflect lack of dedication and affect teaching quality. Additionally, some teachers may engage in

inappropriate behavior with students or colleagues, which severely breaches professional ethics. Lack of engagement with parents and the community alienates schools from their wider social responsibilities. These unprofessional behaviors erode trust, diminish educational quality, and conflict with the standards set by bodies such as DfE (2023) and TRCN (Okafor & Obi, 2020).

### **Influence of Teachers' Professionalism on Students' Writing Skills**

The relationship between teachers' professionalism and students' academic outcomes has been widely acknowledged in various literature, with writing skills forming a central component of students' literacy development. Teachers' professionalism, which is defined by their pedagogical competence, subject matter knowledge, ethical standards, and continuous professional development, plays a crucial role in shaping students' ability to express themselves clearly, coherently, and effectively in writing. The enhancement of students' writing skills is not solely a function of the curriculum or instructional materials but is deeply influenced by the teacher's ability to create a stimulating and supportive learning environment that fosters written expression. Professional teachers are better equipped to employ evidence-based instructional strategies, provide meaningful feedback, and motivate students to engage with writing tasks in meaningful ways (Kim et al., 2020).

Teachers' content knowledge and pedagogical content knowledge (PCK) significantly affect how writing is taught and how students respond to instruction. pedagogical content knowledge allows teachers to translate content knowledge into teachable formats by anticipating student misconceptions, using appropriate examples, and

selecting instructional strategies that align with students' learning styles and needs. When teachers possess deep knowledge of writing conventions, genres, and rhetorical strategies, they are more capable of guiding students through the complexities of composing texts for various purposes and audiences (Adams & Wilson, 2022). Moreover, teachers' command of language and writing principles enables them to model good writing practices and scaffold student learning effectively. This modeling is critical because students often learn through observation and guided practice. According to Graham et al. (2021), students exposed to teachers with high levels of professionalism in writing instruction demonstrated better organization, idea development, grammar, and overall writing fluency.

Feedback is another essential aspect of writing instruction influenced by teachers' professionalism. Professional teachers understand the importance of timely, constructive, and specific feedback. Instead of merely pointing out errors, professional educators guide students through the revision process, helping them understand their mistakes and learn how to improve their writing. Effective feedback not only improves current writing assignments but also contributes to the development of long-term writing competence. A study by Lee (2020) found that students who received process-oriented feedback from professionally trained teachers showed significant improvement in their writing skills over time. Such feedback strategies require a high level of pedagogical competence and commitment to student development, hallmarks of professional teaching.

The role of continuous professional development (CPD) cannot be overemphasized in writing instruction. Teachers who participate in regular training programs are more likely

to stay updated on new instructional techniques, writing frameworks, and technological tools that can enhance writing instruction. For instance, the use of digital tools such as collaborative writing platforms and automated feedback systems can enrich the writing experience when used by teachers who understand their pedagogical value. A study by Abdullah et al. (2023) highlights that teachers who engaged in targeted professional development programs focusing on writing instruction showed increased efficacy in teaching writing and reported higher student engagement and achievement in writing tasks.

Ethical commitment and reflective practice are also components of professionalism that influence writing instruction. Professional teachers exhibit a strong sense of responsibility towards their students' learning and continually reflect on their instructional methods to make necessary adjustments. Reflection allows teachers to assess the effectiveness of their teaching strategies and adapt them to meet diverse student needs. According to Zhang and Wang (2021), teachers who engage in reflective practice are more likely to identify students' writing challenges and respond with tailored instructional interventions, leading to improved student outcomes. Furthermore, the classroom environment created by professional teachers significantly affects students' attitudes toward writing. A positive, inclusive, and supportive classroom culture encourages students to take risks in their writing, share their work with peers, and develop confidence in their writing abilities. Teachers who model enthusiasm for writing and create opportunities for authentic writing experiences, such as writing for real audiences or purposes enhance students' motivation and engagement. The importance of teacher-student relationships in this context

cannot be overstated. As indicated by Alghamdi and Alsulami (2022), students who perceived their teachers as supportive and competent were more motivated to engage in writing tasks and demonstrated greater improvement in writing performance.

In multicultural and multilingual classrooms, teachers' professionalism is particularly vital in addressing the diverse linguistic and cultural backgrounds of students. Professional teachers employ inclusive strategies that recognize students' cultural identities and language repertoires as assets rather than barriers. This approach not only validates students' experiences but also enriches the writing curriculum. For example, culturally responsive pedagogy allows students to draw on their linguistic and cultural backgrounds in writing, making the learning process more relevant and effective. Research by Choi (2019) demonstrated that students from diverse backgrounds performed better in writing tasks when teachers integrated culturally relevant examples and encouraged bilingual or multilingual expression in initial drafts.

Professional collaboration among teachers enhances the overall quality of writing instruction in schools. When teachers work together to plan lessons, share best practices, and review student work, they benefit from collective expertise and support. This collaborative professionalism fosters a culture of continuous improvement and innovation in writing instruction. According to Darling-Hammond et al. (2020), schools with strong professional learning communities reported higher student achievement in literacy, including writing, compared to those where teachers worked in isolation.

## **Influence of Teachers' Professionalism on Students' Reading Skills**

The professionalism of teachers can greatly influence students' reading skills development, as demonstrated by several studies. Teacher professionalism encompasses various dimensions, including formal education, teaching experience, certification, ongoing professional development, and instructional quality. These factors collectively shape the effectiveness of reading instruction and thereby impact student literacy outcomes. Teacher qualifications and experience are foundational to professionalism and have been shown to positively affect reading achievement. A study analyzing 2018 PISA data from U.S. schools found that teaching experience and formal teacher education were positively associated with higher average school reading scores (Ghimire & Mokhtari, 2025). Specifically, teachers with more years of experience tend to have a deeper instructional repertoire, better classroom management skills, and enhanced content knowledge, all of which contribute to improved reading outcomes for students. Similarly, teachers who completed formal education programs, whether short or extended, were linked to better reading achievement, underscoring the importance of pedagogical training (Ghimire & Mokhtari, 2025). These findings align with earlier research emphasizing the role of teacher qualifications in literacy development (Darling-Hammond, 2020; Konig et al., 2020).

Beyond initial qualifications, ongoing professional development (PD) is critical for sustaining and enhancing teacher effectiveness in reading instruction. A 2019 review of studies on professional development impact revealed that teachers engaged in high-quality professional learning demonstrated a moderate but significant positive effect on student

reading achievement from kindergarten through eighth grade (Alludo Learning, 2021). The review highlighted a direct correlation between the duration and intensity of professional development and student outcomes, with teachers receiving at least 14 hours of professional development showing significant improvements in student reading performance. This suggests that professional learning that is sustained and focused on instructional practices can meaningfully boost students' reading skills. Moreover, effective professional development not only improves standardized test scores but also enhances classroom performance, reduces dropout rates, and strengthens reading comprehension and language skills (Alludo Learning, 2021).

The quality of reading instruction provided by teachers is another vital aspect of professionalism influencing student reading skills. Research involving cooperating teachers (CTs) and student teachers (STs) in early elementary education found that cooperating teachers' instructional behaviors, particularly in providing meaning support during guided reading, were predictive of cooperating teachers' instructional behaviors Hamman, Button, Olivárez, Lesley, Chan, Griffith & Woods (2019). However, the quality of STs' instruction was not directly related to the quality of cooperating teachers' support, indicating that exposure to skilled mentors alone is insufficient. This points to the need for additional measures in teacher preparation and ongoing professional learning to ensure high-quality reading instruction. Thus, teacher professionalism involves not only credentials and experience but also the ability to deliver effective, evidence-based reading instruction Hamman, Button, Olivárez, Lesley, Chan, Griffith & Woods (2019).

Experimental evidence from Colombia further supports the critical role of teacher professional development in improving early literacy. The "Let's All Learn to Read" program, a year-long professional development initiative involving training and coaching, resulted in students' literacy scores increasing by 0.386 standard deviations compared to controls, with gains persisting through subsequent grades (IADB, 2022). This study highlights the cost-effectiveness of early interventions focused on teacher skill enhancement rather than remediation at later stages, reinforcing the importance of investing in teacher professionalism early in students' educational trajectories.

The nature of professional development also matters. Traditional top-down, one-size-fits-all professional development models often fail to engage teachers effectively or meet their classroom-specific needs, leading to dissatisfaction and limited impact on student outcomes (Lexia Learning, 2024). In contrast, professional learning approaches that are collaborative, interactive, and tailored to individual teacher needs have shown greater promise in improving teacher quality and, consequently, student literacy (Lexia Learning, 2024). Such high-quality professional learning includes content-specific training, opportunities for reflection, and ongoing support, which collectively enhance teachers' instructional capabilities in literacy.

### **Influence of Teachers' Professionalism on Students' Speaking Skills**

The professionalism of teachers can influence students' speaking skills, particularly in foreign or second language learning contexts. Teachers' professional competence, attitudes, and instructional strategies directly affect learners' ability to develop oral

communication proficiency, which is critical for effective language use and academic success. Teacher professionalism encompasses a range of attributes including subject matter expertise, pedagogical skills, communication abilities, and a commitment to student-centered learning. In the context of speaking skills, professional teachers create an environment that encourages active oral participation, reduces learners' anxiety, and provides ample opportunities for practice. According to Asefa and Enashe (2024), teachers in Ethiopian high schools often prioritize grammar and reading over speaking, which negatively impacts students' speaking fluency. Their study revealed that teachers' reluctance to invest time and energy in speaking practice leads to insufficient student engagement and poor oral proficiency development (Asefa & Enashe, 2024). This shows how a lack of professional focus on speaking skills can hinder learners' communicative competence.

Professional development programs that enhance teachers' communication-supporting strategies have been shown to improve oral language interactions in classrooms. A study from Sweden demonstrated that when teachers received targeted professional development on communication strategies, they employed a more varied set of techniques to support students' oral language skills during classroom conversations. Although the gains were not fully sustained at follow-up, the intervention underscored the importance of continuous professional learning in maintaining effective teaching practices that foster speaking skills (Morgan, 2023). This suggests that teacher professionalism is not static but requires ongoing development to positively influence students' speaking abilities.

Effective teaching of speaking skills involves using diverse strategies such as role plays, storytelling, discussions, and presentations to stimulate student interaction and confidence. Fatahillah and Agustina (2024) found that vocational high school teachers who employed multiple interactive strategies helped students overcome common speaking difficulties like nervousness, lack of vocabulary, and low grammar mastery. Their research emphasized the teacher's role in motivating students and providing a supportive environment for practicing speaking, which is a direct reflection of their professional skills and attitudes (Fatahillah & Agustina, 2024). Moreover, teachers' communication skills themselves are crucial. A study investigating teachers' communication in Nigerian secondary schools found that factors such as clarity of speech, mannerisms, and purpose of information delivery significantly affect students' academic performance, including oral skills. Teachers who communicate effectively can better engage students and facilitate their speaking development. This aligns with the notion that teacher professionalism includes mastery of communication techniques that model good speaking practices for learners.

Professionalism also involves the use of positive teacher language that fosters a supportive and motivating classroom climate. Research by Morgan (2022) demonstrated that professional development focused on positive teacher language led to significant improvements in teacher-student relationships, which in turn support students' academic and social-emotional outcomes. Positive reinforcement and encouragement from teachers reduce students' fear of speaking and increase their willingness to participate orally

(Morgan, 2022). Thus, teacher professionalism in language use and interpersonal skills is fundamental to enhancing students' speaking confidence and competence.

Despite the recognized importance of teacher professionalism, challenges remain. Many teachers may lack adequate training or motivation to focus on speaking skills, often due to curriculum constraints or examination pressures that emphasize reading and writing over oral communication (Asefa & Enashe, 2024). To address this, continuous professional development tailored to speaking instruction is essential. Such programs should include practical coaching on communication-supporting strategies and positive language use, as well as collaborative opportunities for teachers to share best practices (Author, 2023; Morgan, 2022). Teachers should also be encouraged to create interactive and student-centered classrooms that provide authentic speaking opportunities. This involves using varied, engaging activities and balancing teacher talk with student talk to maximize oral practice time (Fatahillah & Agustina, 2024). Furthermore, educational policies should recognize and support the role of teacher professionalism in developing speaking skills by integrating oral proficiency assessments and providing resources for teacher training

### **Summary of Reviewed Literature**

The reviewed literature consistently showed that teacher professionalism is a construct that include the behavioral, attitudinal, intellectual, ethical, and leadership dimensions of teachers. It is dynamic, evolving with societal changes, technological advancements, and educational policies. Effective teacher professionalism involves continuous learning, reflective practice, accountability, and autonomy, which collectively

enhance teaching quality and positively impact student academic outcomes. Specifically, teacher professionalism influences students' English language skills including writing, reading, and speaking, through content knowledge, instructional strategies, feedback, classroom climate, and cultural responsiveness. Well-prepared and experienced teachers who engage in ongoing, high-quality professional development provide more effective instruction, leading to improved literacy and oral proficiency among senior secondary school students. The literature revealed the necessity of supportive policies, robust training programmes, and institutional cultures that value teacher growth and voice to sustain these positive effects.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methods and procedures that the researcher employed in carrying out this study. They are as follow:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The study employed a descriptive survey research design, which entails observing and gathering information on a specific subject without altering any variables. This design was deemed appropriate as it facilitated the collection of data to examine the effects of teachers' professionalism on academic performance in English Language among senior secondary school students in Oredo Local Government Area.

## **Population of the Study**

The population for the study comprised the one hundred and forty-nine (149) senior secondary school English Language teachers and the two thousand, eight (2,008) students in the 14 public secondary schools in Oredo Local Government Area of Edo State.

## **Sample and Sampling Technique**

The sample size comprised 150 respondents selected from senior secondary school English Language teachers and students in the 14 public schools in Oredo Local Government Area using simple random sampling to ensure equal representation and unbiased participation in the study. Fifty teachers and one hundred senior secondary school students, making it one hundred and fifty respondents were sampled for the study.

## **Research Instrument**

The study used a well-structured and objective questionnaire called the “Teachers’ Professionalism on Academic Performance in English Language among Senior Secondary School Students” (TPAPELASSSS). The questionnaire is structured as a single part which elicits information about the Effects of Teachers’ professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area. The responses were rated on a modified 4- point Likert rating scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

## **Validity of the Instrument**

To ensure the validity of the research instrument, the researcher employed face and content validation techniques. The research instrument was submitted to the researcher's supervisor and other two language professionals in the Department of Educational Foundations, Faculty of Education, University of Benin, who reviewed it for clarity, relevance to the research objectives, and appropriate coverage of the intended content. The supervisor's feedback ensured the instrument accurately measured the desired information. Following revisions, corrections and approval, the instrument was ready for data collection.

## **Reliability of the Instrument**

A reliability test was conducted on the research instrument to determine the extent to which it produced consistent results. The instrument was administered to twenty respondents outside the study population, and the data obtained was analyzed using Cronbach's Alpha, which measures internal consistency across all variables in the test.

## **Method of Data Collection**

For the purpose of data collection in this study, the researcher distributed the research instrument to all the respondents selected in the sample. The questionnaire contained only questions directly related to the focus of the study. After the respondents completed the questionnaire, the researcher collected all the copies and proceeded with the process of data analysis.

## **Method of Data Analysis**

Data collected from the research questions were analyzed using descriptive analysis ( simple percentage and frequency) in order to present the data meaningfully on the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This research was aimed at investigating the Effects of Teachers' professionalism on academic performance In English Language among senior secondary school students in Oredo Local Government Area. A total of 150 students and teachers were sampled from the 14 public senior secondary schools in Oredo Local Government Area of Edo State. 50 students and 50 teachers successfully completed the questionnaire making up a total of 100 respondents. The descriptive statistics involving frequency and percentage were used to present the responses.

**Table 1: Respondents' Demographic Data**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	45	45%
Female	55	55%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 1 shows the variable in respect to gender. It shows that out of the 100 respondents who were sampled for the teachers for the study, 45 respondents representing 45% were males, while 55 respondents representing 55% were female.

**Table 2: Respondents' Educational Qualification**

<b>Educational Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
NCE	5	5%
B.Sc/B.Ed	88	92%
Postgraduate	7	7%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 1 shows the variable in respect to gender. It shows that out of the 100 respondents who were sampled for the teachers for the study, 5 respondents representing 5% of the respondents were NCE holders, 88% representing 88% of the respondents were B.Sc/B.Ed holders, while 7 respondents representing 7% were Masters Degree holders.

## Research Question One: What is Teachers' Professionalism?

**Table 3: Teachers' Professionalism**

S/N	Items	A	%	O	%
1	I prepare detailed lesson plans before teaching my classes.	65	65%	35	35%
2	I attend classes punctually and use the allocated time effectively.	70	70%	30	30%
3	I update my knowledge of English teaching through workshops or training.	44	44%	56	56%
4	I maintain professional ethics in my interactions with students and colleagues.	85	85%	15	15%
5	I believe my commitment and discipline as a teacher improve students' performance.	55	55%	45	45%

Note: N=100, A = Always; O = Often; ST = Sometimes; N = Never

Data from Table 3 revealed that teachers generally perceived their professionalism as important in the teaching and learning process. Item 1 (60%), 2 (70%), 4 (85%), and 5 (55%) showed that their professionalism are being observed always, indicating that teachers prepare detailed lesson plans before teaching my classes, attend classes punctually and use the allocated time effectively, maintain professional ethics in my interactions with students and colleagues and believe that their commitment and discipline improve students' academic performance. However, Item 3 concerning teachers updating their knowledge of English teaching through workshops and training, had 44% with 56% of often highlighting that teachers do not attend workshop and training always but often. Overall, teachers'

professionalism was evident as they prepared detailed lesson plans, attended classes punctually, used time effectively, upheld professional ethics, and believed their commitment improved students' performance, while also attending workshops and training often to upgrade their English teaching knowledge.

**Research Question Two: How does Teachers' Professionalism Influence Students' Writing Skills in English Language among Senior Secondary School Students?**

**Table 4: How Teachers' Professionalism Influence Students' Writing Skills in English Language among Senior Secondary School Students**

S/N	Items	A	%	O	%
6	I teach my students how to organize their ideas before writing.	65	65%	45	45%
7	My professionalism directly influences how well my students write in English.	95	95%	5	5%
8	I use model essays to guide students' writing skills.	52	52%	48	48%
9	I teach correct grammar and sentence structure in writing lessons.	82	82%	18	18%
10	I provide feedback on my students' written assignments.	87	87%	13	13%

Note: N=100, A = Always; O = Often; ST = Sometimes; N = Never

Data from Table 4 revealed that teachers generally perceived their professionalism as having a significant influence on students' writing skills in English Language. Item 6 (65%) and (45%) showed that teachers teach their students how to organize ideas before writing always and often, indicating that students are guided in planning their thoughts

before engaging in writing tasks. Item 7 (95%) revealed that teachers believed their professionalism directly influences how well students write in English, demonstrating that teachers' professional conduct and competence are essential in shaping students' writing outcomes. Similarly, Item 8 showed that 37% of teachers always and 48% often use model essays to guide students' writing, while 15% indicated sometimes, highlighting that teachers rely on practical examples to improve writing though not consistently by all. Item 9 (82%) and (18%) indicated that teachers always and often teach correct grammar and sentence structure, underscoring their emphasis on linguistic accuracy in writing instruction. Item 10 further showed that 87% of teachers always and 13% often provide feedback on students' written assignments, stressing the role of assessment and feedback in enhancing students' writing performance. Overall, the findings demonstrated that teachers' professionalism is evident in their constant teaching of idea organization, grammar, sentence structure, and provision of feedback, as well as their use of model essays to guide students' writing.

**Research Question Three: What is the Effect of Teachers' Professionalism on Students' Reading Comprehension Abilities in English Language?**

**Table 5: Effect of Teachers' Professionalism on Students' Reading Comprehension Abilities in English Language**

S/N	Items	A	%	O	%	ST
11	I assess students' reading comprehension using standard practices.	66	66%	33	33%	3 3%
12	I teach reading comprehension strategies like summarizing and questioning.	32	32%	48	48%	20 20%
13	I provide enough reading materials to improve students' comprehension skills.	88	88%	12	12%	-
14	My professional training influences how I teach reading comprehension.	97	97%	3	3%	-
15	My professionalism helps students understand passages better.	66	66%	24	24%	10 10%

Note: N-100, A = Always; O = Often; ST = Sometimes; N = Never

Data from Table 5 revealed that teachers generally considered their professionalism as highly important in enhancing students' reading comprehension in English Language. Item 11 (66%) and (33%) indicated that teachers always and often assess students' reading comprehension using standard practices, while only 3% reported sometimes, suggesting that most teachers consistently apply recognized methods in evaluating students' comprehension abilities. Item 12 showed that 32% of teachers always and 48% often teach reading comprehension strategies such as summarizing and questioning, while 20% indicated

sometimes, highlighting that although a majority frequently teach these strategies, some teachers do not integrate them regularly into their lessons. Item 13 (88%) and (12%) demonstrated that teachers always and often provide adequate reading materials to support comprehension, reflecting their recognition of resources as vital tools in developing students' reading skills. Item 14 revealed that 97% of teachers acknowledged that their professional training influences how they teach reading comprehension, while only 3% reported often, indicating that teachers strongly connect their professional preparation to effective classroom practice. Finally, Item 15 showed that 66% of teachers always and 24% often believed that their professionalism helps students understand passages better, underscoring the role of professional conduct, knowledge, and skills in shaping students' comprehension outcomes. Overall, the findings demonstrated that teachers' professionalism is evident in their consistent use of standard assessment practices, provision of reading materials, teaching of comprehension strategies, and reliance on their training, all of which significantly enhance students' ability to read and understand English passages effectively.

**Research Question Four: In what ways does Teachers' Professionalism affect Students' Performance in Oral Communication Skills in English Language?**

**Table 6: Ways Teachers' Professionalism Affect Students' performance in oral communication skills in English language**

S/N	Items	A	%	O	%
16	I create regular opportunities for students to speak English in class.	91	91%	9	9%
17	I model correct pronunciation and fluent speech for my students.	66	66%	34	34%
18	I received professional training on teaching oral communication.	78	78%	22	22%
19	I encourage shy students to participate in oral English activities.	90	90%	10	10%
20	My own spoken English fluency affects how well my students communicate orally.	95	95%	5	5%

Note: N-100, A = Always; O = Often; ST = Sometimes; N = Never

Data from Table 6 revealed that teachers perceived their professionalism as highly influential in developing students' oral communication skills in English Language. Item 16 (91%) and (9%) showed that teachers always and often create regular opportunities for students to speak English in class, indicating that students are consistently encouraged to practice oral English in authentic classroom interactions. Item 17 revealed that 66% of teachers always and 34% often model correct pronunciation and fluent speech for their students, suggesting that teachers' oral performance serves as an important guide in

improving students' spoken English. Item 18 (78%) and (22%) demonstrated that teachers always and often received professional training on teaching oral communication, highlighting that most teachers are adequately trained, although some still lack frequent exposure to specialized oral communication training. Item 19 revealed that 90% of teachers always and 10% often encourage shy students to participate in oral English activities, showing that teachers' professionalism includes strategies to boost confidence and inclusivity in classroom participation. Finally, Item 20 indicated that 95% of teachers always and 5% often acknowledged that their own spoken English fluency affects how well students communicate orally, underscoring the direct influence of teachers' competence and professionalism on students' oral proficiency. Overall, the findings demonstrated that teachers' professionalism was evident in their consistent efforts to create speaking opportunities, model accurate pronunciation, provide training-informed instruction, and motivate even shy learners, with their own fluency significantly shaping students' oral communication outcomes in English.

## Research question One: What is Teachers' Professionalism?

**Table 6: Teachers' Professionalism**

S/N	Items	SA	%	A	%
1	My teacher dresses in a professional manner, which creates a positive learning environment for me.	40	80%	10	20%
2	My teacher uses diverse teaching methods, such as group work and interactive activities, to improve my academic performance in English.	35	70%	15	30%
3	My teacher stays updated on the latest educational research and trends, which helps to improve their teaching practices and benefits my learning.	15	30%	35	70%
4	My teacher maintains a professional attitude in the classroom, which positively influences my engagement and academic performance.	41	88%	6	12%

Note: N=50, SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Data from Table 6 revealed that teachers generally demonstrate strong professionalism as perceived by the students, contributing positively to the learning environment and academic outcomes in English Language. Item 1 showed that 80% of students strongly agreed and 20% agreed that their teacher dresses professionally, creating a positive learning environment. Item 2 indicated that 70% of students strongly agreed and 30% agreed that their teacher uses diverse teaching methods, such as group work and interactive activities, to enhance academic performance. For Item 3, 30% of students strongly agreed while 70% agreed that their teacher stays updated with current educational research and trends, which helps improve teaching practices and learning outcomes.

Finally, Item 4 demonstrated that 86% of students strongly agreed and 12% agreed that their teacher maintains a professional attitude in the classroom, positively influencing engagement and academic performance. A small 2% of students disagreed. Overall, the findings indicate that teachers' professionalism is clearly manifested through professional appearance, diverse teaching methods, up-to-date knowledge of educational research, and a positive professional attitude, all of which significantly contribute to an effective learning environment and improved student engagement and performance in English Language

**Research Question Two: How does Teachers' Professionalism Influence Students' Writing Skills in English Language among Senior Secondary School Students?**

**Table 7: How teachers' Professionalism Influence Students' Writing Skills in English Language among Senior Secondary School Students**

S/N	Items	SA	%	A	%
6	My teacher regularly teaches me structured writing techniques such as essay outlines and paragraph development, which improve my writing skills.	41	82%	9	18%
7	My teacher provides detailed written feedback that helps me improve my writing in English.	12	24%	38	76%
8	My teacher attends workshops or trainings to improve their ability to teach writing, which enhances my learning.	25	50%	25	50%
9	My teacher uses model essays and writing samples in the classroom to help me learn effective writing.	35	70%	15	30%
10	My teacher's level of professionalism directly influences how well I write in English.	39	78%	11	22%

Note: N=50, SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Data from Table 7 revealed that teachers' professionalism positively influences students' writing skills in English Language among senior secondary school students. Item 6 showed that 82% of students strongly agreed and 18% agreed that their teacher regularly teaches structured writing techniques such as essay outlines and paragraph development, which improve writing skills. Item 7 indicated that 24% of students strongly agreed and 76% agreed that their teacher provides detailed written feedback to help improve their writing. For Item 8, an equal split was observed with 50% strongly agreeing and 50%

agreeing that their teacher attends workshops or trainings to enhance their teaching ability, which in turn benefits student learning. Item 9 showed more varied responses: 40% strongly agreed, 30% agreed, and 30% disagreed that their teacher uses model essays and writing samples in the classroom. Finally, Item 10 highlighted that 78% of students strongly agreed and 22% agreed that their teacher's professionalism directly influences how well they write in English. Overall, the findings indicate that teachers' professionalism is manifested in consistent teaching of structured writing techniques, provision of feedback, engagement in professional development, and the use of teaching aids, all of which significantly enhance students' writing skills in English Language.

**Research Question Three: What is the effect of Teachers' Professionalism on Students' reading Comprehension Abilities in English Language?**

**Table 8: Effect of Teachers' Professionalism on Students' Reading Comprehension Abilities in English Language**

S/N	Items	SA	%	A	%
11	My teacher frequently assesses my reading comprehension using standard practices.	45	90%	5	10%
12	My teacher teaches me reading comprehension strategies such as summarizing, inferring, and predicting.	49	98%	1	2%
13	My teacher's mastery of the English language improves my understanding of texts.	38	76%	12	24%
14	My teacher adapts reading lessons to match my comprehension level.	41	82%	9	8%
15	My teacher attends professional development programmes to improve how they teach me reading comprehension.	32	64%	18	36%

Note: N=50, SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Data from Table 8 showed that teachers' professionalism significantly affects students' reading comprehension abilities in English Language among senior secondary school students. Item 11 revealed that 90% of students strongly agreed and 10% agreed that their teacher frequently assesses their reading comprehension using standard practices. Item 12 showed an overwhelming 98% of students strongly agreed and 2% agreed that their teachers teach reading comprehension strategies such as summarizing, inferring, and predicting. For Item 13, 76% of students strongly agreed and 24% agreed that their teacher's

mastery of the English language improves their understanding of texts. Item 14 demonstrated that 82% of students strongly agreed and 8% agreed that teachers adapt reading lessons to match their comprehension level. Finally, Item 15 showed that 64% of students strongly agreed and 36% agreed that their teacher attends professional development programs to improve reading comprehension teaching. Overall, the findings emphasize that teachers' professionalism expressed through consistent assessment, strategic instruction, strong language mastery, lesson adaptation, and professional development plays a vital role in enhancing students' reading comprehension abilities in English Language.

**Research Question Four: In what ways does Teachers' Professionalism affect Students' Performance in Oral Communication skills in English Language?**

**Table 9: Ways teachers' Professionalism affect Students' Performance in Oral Communication Skills in English Language**

S/N	Items	SA	%	A	%
16	My teacher creates regular opportunities for me to speak English in class through debates or presentations.	33	66%	17	34%
17	My teacher models correct pronunciation and fluent speech during lessons.	45	90%	5	10%
18	My teacher has received training on how to teach and assess oral communication in English, which improves my learning.	48	98%	2	2%
19	My teacher encourages me, even when I am shy or struggling, to participate in oral English activities.	25	48%	25	50%
20	My teacher's spoken English fluency influences how well I communicate orally in English.	43	86%	7	14%

Note: N=50, SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree

Data from Table 9 indicated that teachers' professionalism significantly impacts students' performance in oral communication skills in English Language among senior secondary school students. Item 16 showed that 66% of students strongly agreed, 24% agreed, and 10% disagreed that their teacher creates regular opportunities for them to speak English through debates or presentations. Item 17 revealed that 90% of students strongly agreed and 10% agreed that their teacher models correct pronunciation and fluent speech during lessons. For Item 18, an overwhelming 98% strongly agreed and 2% agreed that

their teacher has received training on teaching and assessing oral communication, which improves their learning. Item 19 showed that 46% strongly agreed, 50% agreed, and 2% disagreed that their teacher encourages them to participate in oral English activities even when they are shy or struggling. Finally, Item 20 indicated that 86% strongly agreed and 14% agreed that their teacher's spoken English fluency influences their own oral communication skills. Overall, these findings suggest that teachers' professionalism manifested through providing speaking opportunities, modeling pronunciation, receiving training, encouraging participation, and demonstrating fluency positively influences students' oral communication performance in English Language.

### **Discussion of Findings**

The findings of this study revealed the central role of teacher professionalism in improving student outcomes. Teachers' professionalism encompasses various dimensions, including professional appearance, teaching methods, up-to-date knowledge, attitude, and engagement in professional development, all of which create a positive learning environment and directly influence students' English Language skills in writing, reading comprehension, and oral communication. Consistent with the data in this study, research conducted by Musa et al. (2025) in Jalingo Local Government Area found a significant positive relationship between teachers' professionalism and student academic performance in English Language. Their use of Pearson correlation demonstrated that teacher personality, interaction with students, and pedagogical actions significantly predict students' performance in English (Musa, Abdullahi, & Tukur, 2025). This finding supports this

study's observation that professional ethics, commitment, and discipline improve students' academic engagement and outcomes

The influence of professional teaching methods was evident here and reinforced by Folorunsho (2025), who highlighted that teachers' qualifications, lesson presentation, and discipline strongly affect students' academic success in multiple subjects including English (Folorunsho, 2025). This corresponds with the present study's findings on the use of diverse teaching approaches like group work and interactive activities that foster better academic performance. Professional development and continual training were emphasized in this study's exploration of writing skills and oral communication, where teachers attending workshops and modeling proficient language use significantly enhanced students' abilities. Similar conclusions were drawn by Okoro and Eze (2024), who found that teachers' engagement in professional development programs positively impacted students' performance in English by updating teachers' instructional strategies and pedagogical skills (Okoro & Eze, 2024).

Students' perception that teachers' mastery of the English language improves understanding of texts and oral fluency influences their communication resonates with findings from Amadi and Nwokoye (2023), who reported that teacher competency in language proficiency is a critical factor for effective instructional delivery and student comprehension (Amadi & Nwokoye, 2023). Such mastery facilitates better scaffolding of lessons tailored to students' needs, as demonstrated in the reading comprehension findings where lesson adaptation was positively acknowledged.

The consistent application of assessment and feedback strategies observed here closely parallels the research of Ifeanyi and Chukwu (2024), who emphasized that timely and constructive teacher feedback enhances students' learning outcomes and fosters academic improvement in English Language (Ifeanyi & Chukwu, 2024). Feedback not only informs students of their progress but also motivates ongoing learning and performance refinement. In the context of oral communication skills, this study's indication that creating speaking opportunities, encouraging participation, and modeling fluent speech lead to enhanced student performance is supported by Adeyemi and Salisu (2021). They found that oral proficiency develops when teachers actively engage students through discussions, debates, and presentations, providing both confidence and practical language use experience (Adeyemi & Salisu, 2021).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The study investigated Teachers' Professionalism on Academic Performance in English Language among Senior Secondary School Students in Oredo Local Government Area. The descriptive survey research design was adopted for the study. The analysis of data was done using frequency count and percentages. To achieve the purpose of the study, four (4) research questions were raised to guide the study. Out of all the students and English Language teachers in in Oredo Local Government Area of Benin City, one hundred and fifty (150) senior secondary school students and English Language teachers were chosen as the sample size for the study. A questionnaires were designed to elicit information from the respondents. The questionnaire was face validated by language experts in the department to determine appropriateness, clarity and suitability of the items. The Cronbach's Alpha reliability was used to ascertain the reliability of the instrument and a reliability coefficient of .792 was obtained. From the results it was observed that teachers' professionalism through effective teaching methods, continuous development, and ethical conduct significantly enhanced students' writing, reading comprehension, and oral communication in English Language.

#### Conclusion

The study explored the effects of teachers' professionalism on academic performance in English Language among senior secondary school students in Egor Local

Government Area. The study reveals that teachers' professionalism has a strong positive impact on students' English Language achievement, encompassing attributes such as professional appearance, diverse teaching methods, updated subject knowledge, positive attitudes, and active engagement in professional development. These factors foster a supportive and effective learning environment that improves students' writing, reading comprehension, and oral communication skills. While teachers demonstrate commitment and apply varied teaching methods, continuous professional training remains vital to maintain and enhance instructional quality.

Students benefit most when teachers apply interactive and collaborative teaching approaches alongside consistent assessment and feedback mechanisms. The study found that professional ethics, discipline, and continual development significantly boost students' motivation and academic engagement, aligning with existing research that highlights the importance of teacher competence in driving language proficiency. Moreover, students recognize that teachers' mastery of English language promotes better comprehension and fluency, which facilitates tailored lesson delivery that meets learners' individual needs.

To further improve English Language outcomes, it is essential to sustain and strengthen teachers' professionalism through regular workshops, skill refreshers, and ethical standards enforcement, while encouraging innovative teaching methods that actively involve students in language use and communication practice. Based on the findings of the study, the researcher concluded that teachers' professionalism plays a crucial role in

determining senior secondary school students' academic achievement in English Language in Egor Local Government Area.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers should engage in continuous professional development and training to keep their instructional strategies and language proficiency up to date.
2. School administrators should support and monitor teachers' professionalism, including lesson presentation and ethical standards, to foster a positive learning environment.
3. Education policymakers should promote and fund workshops that enhance teachers' skills in using diverse, interactive teaching methods.
4. Parents and guardians should encourage and support students' participation in oral communication activities outside the classroom to boost language fluency and confidence.

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## **APPENDIX**

### **QUESTIONNAIRE**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN, BENIN CITY**

**TEACHERS' PROFESSIONALISM ON ACADEMIC PERFORMANCE IN  
ENGLISH LANGUAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS  
(TPAPELASSSS)**

Dear Respondent,

**REQUEST FOR YOUR COORPORATION IN COMPLETING THIS  
QUESTIONNAIRE**

I am a 400-level undergraduate student of the above-named institution and department. I am currently carrying out research on: "THE EFFECTS OF TEACHERS' PROFESSIONALISM ON ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA." Based on this, you have been selected as a member of the sample for the study.

I kindly request your participation in this study by taking a few moments to complete the attached questionnaire. Participation is entirely anonymous, and you are not expected to reveal your identity. Please be assured that all information provided will be used exclusively for academic research and handled with the utmost confidentiality.

Carefully review each item in the questionnaire and indicate your responses as accurately as possible based on your perspectives or experiences. All responses will remain confidential and will be utilized strictly for scholarly purposes.

Thank you.

Yours faithfully,

Oseye Victoria Ighaosa

(Researcher)

## SECTION A

Key to Responses: SA ( Strongly Agree); A ( Agree); D ( Disagree); SD ( Strongly Disagree).

S/N	Teachers' Professionalism	SA	A	D	SD
1	My teacher dresses in a professional manner, which creates a positive learning environment for me.				
2	My teacher possesses a relevant degree in education or English language, which enhances their ability to teach me effectively.				
3	My teacher uses diverse teaching methods, such as group work and interactive activities, to improve my academic performance in English.				
4	My teacher stays updated on the latest educational research and trends, which helps to improve their teaching practices and benefits my learning.				
5	My teacher maintains a professional attitude in the classroom, which positively influences my engagement and academic performance.				
	<b>How teachers' professionalism influence students' writing skills in English language among senior secondary school students</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	My teacher regularly teaches me structured writing techniques such as essay outlines and paragraph development, which improve my writing skills.				
7	My teacher provides detailed written feedback that helps me improve my writing in English.				

8	My teacher attends workshops or trainings to improve their ability to teach writing, which enhances my learning.				
9	My teacher uses model essays and writing samples in the classroom to help me learn effective writing.				
10	My teacher's level of professionalism directly influences how well I write in English.				
	<b>Effect of teachers' professionalism on students' reading comprehension abilities in English language</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	My teacher frequently assesses my reading comprehension using standard practices.				
12	My teacher teaches me reading comprehension strategies such as summarizing, inferring, and predicting.				
13	My teacher's mastery of the English language improves my understanding of texts.				
14	My teacher adapts reading lessons to match my comprehension level.				
15	My teacher attends professional development programmes to improve how they teach me reading comprehension.				
	<b>Ways teachers' professionalism affect students' performance in oral communication skills in English language</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
16	My teacher creates regular opportunities for me to speak English in class through debates or presentations.				
17	My teacher models correct pronunciation and fluent speech during lessons.				
18	My teacher has received training on how to teach and assess oral communication in English, which improves my learning.				

19	My teacher encourages me, even when I am shy or struggling, to participate in oral English activities.				
20	My teacher's spoken English fluency influences how well I communicate orally in English.				

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Carefully review each item in the questionnaire and indicate your responses as accurately as possible based on your perspectives or experiences. All responses will remain confidential and will be utilized strictly for scholarly purposes.

Thank you.

Yours faithfully,

Oseye Victoria Ighaosa

(Researcher)

**SECTION A: Demographic Information**

**Gender:** Male ( ), Female ( )

**Educational Qualification:** NCE ( ), B.Sc/B.Ed ( ), Postgraduate ( )

**Key to Responses:** 4 Always; 3 Often; 2 Sometimes; 1 Never.

S/N	Teachers' Professionalism	Always	Often	Sometimes	Never
1	I prepare detailed lesson plans before teaching my classes.				
2	I attend classes punctually and use the allocated time effectively.				
3	I update my knowledge of English teaching through workshops or training.				
4	I maintain professional ethics in my interactions with students and colleagues.				
5	I believe my commitment and discipline as a teacher improve students' performance.				
	<b>How teachers' professionalism influence students' writing skills in English language among senior secondary school students</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
6	I teach my students how to organize their ideas before writing.				
7	My professionalism directly influences how well my students write in English.				
8	I use model essays to guide students' writing skills.				

9	I teach correct grammar and sentence structure in writing lessons.				
10	I provide feedback on my students' written assignments.				
	<b>Effect of teachers' professionalism on students' reading comprehension abilities in English language</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
11	I assess students' reading comprehension using standard practices.				
12	I teach reading comprehension strategies like summarizing and questioning.				
13	I provide enough reading materials to improve students' comprehension skills.				
14	My professional training influences how I teach reading comprehension.				
15	My professionalism helps students understand passages better.				
	<b>Ways teachers' professionalism affect students' performance in oral communication skills in English language</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
16	I create regular opportunities for students to speak English in class.				
17	I model correct pronunciation and fluent speech for my students.				
18	I have received professional training on teaching oral communication.				
19a	I encourage shy students to participate in oral English activities.				

20	My own spoken English fluency affects how well my students communicate orally.				
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