

Professionalism As A Correlate Of Secondary School English Language Teachers' Effectiveness In Southwest, Nigeria

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Abstract

A major yardstick in assessing a government lies in the quality and outcomes of summative examinations during the regime – especially in Senior School Certificate Examinations being conducted by West African Examinations Council (of which Nigeria is a member) and National Examinations Council (which domiciles in Nigeria). This study examined the power of professionalism (qualification, specialisation, years of experience and in-service training) on English language teachers' effectiveness in Southwest, Nigeria. Through descriptive research design of survey type, a multistage sampling technique was employed to select the two hundred and ninety-four (294) English language teachers as respondents to an adapted English Language Teachers' Effectiveness Self-Evaluation Scale (ETESSES) containing three sections on Demography, Teachers' Professionalism Checklist (TPC) and their perception of certain classroom practices. Data generated were analysed with descriptive and inferential statistics: Mean and Standard deviation were used for research questions; while Pearson Product Moment Correlation, Analysis of Variance, T-test, Multiple Regression and Duncams Multiple Range Test were used for testing hypotheses at 0.05 level of significance. Teachers' Professionalism yielded certain rates, as revealed in years of experience, educational qualifications, subject specialisations and professional development ($\beta = .059, 0.337$ and 0.254 ; $p < 0.05$), on their overall effectiveness. The study, therefore, concluded that professionalism has a positive effect on English language teachers' overall effectiveness. Consequently, the study recommended among others that professionalism should be considered at the point of teachers' appointment. Also, the yardsticks for assessment of teachers for appointment and promotion should involve elements of reflective thinking on preparation and classroom practices.

Keywords: Teacher Professionalism, Teacher Effectiveness, English Language Teaching, Secondary School Education, Professional Development, Nigeria

INTRODUCTION

The main focus of research efforts, in the field of education, is to achieve effective academic goals that provide information for desired development. English language is a major subject in the school curriculum across Nigeria, particularly at the secondary school level. However, several reports from senior secondary school examinations reveal that candidates consistently display poor performance in the use of the language. Without doubt, the English language is crucial to national unity, development, justice and the gateway to the rest of the human race. Also, most states in southwestern part of Nigeria hardly made it to the top ten position, despite governments investment in education and the presence of qualified teachers in the schools. Since various instructional strategies have not yielded the desired results (though findings from such studies have reflected their significant effects on samples) because the problem of underachievement, in English language, persists. Thus, there is a need to scrutinize traits that influence teachers' success. Efforts to investigate teacher-related factors have led to a cliché known as teacher effectiveness.

The Chief Examiners' Reports, from the West African Examinations Council, for decades, have been highlighting some technical areas causing candidates' failure in Senior Secondary School Examinations in English language which include: the display of lack of appropriate vocabulary as well as basic knowledge of grammar, tense and sentence construction. It has also been reported that candidates lift comprehension passages (2016, 2019 & 2021); exhibit the inability to correctly use their own words in answering summary and comprehension questions; and that some provided answers to previous year's summary questions (WAEC, 2016 & 2021). This phenomenon has made the quest for what makes for effective English language teaching become a critical subject matter – especially, in any environment where the language is not the mother-tongue of its learners (Han & Mahzoun, 2018).

Studies on effective teaching have been conducted from both teachers' and students' perspectives. Most of such efforts have examined three major attributes: knowledge of subject matter, pedagogy and socio-affective skills, while years of experience, qualification, specialization and staff development/in-service training have been advanced in body of literature as the elements of teacher professionalism (Prakash, Chandra & Chandrashekar, 2020; Shinde & Karekatti, 2012). For instance, Alonge (2018) highlighted components of professionalism (years of experience, educational qualification, subject specialization and In- service training) as what come together to make a teacher great. He described elements of professionalism as factors that enhance a teacher's visible characteristics. The implication is that being a classroom instructor is not always the same as being a professional.

Effectiveness of Teachers and Its Impact

Teacher Effectiveness is about the teachers' understanding of their strengths and weaknesses, purpose of coming into the profession and responsibilities towards students (Thakur, 2020). Bashir (2019) examined the relationship between professional commitment and teacher effectiveness. He found professional commitment has a significant factor in secondary school teaching. It was discovered that teacher efficacy and professional dedication are interrelated. Delima (2015) also discovered a robust correlation in the two variables. Malik and Rani (2013) discovered a positive relationship between teacher's attitude toward instructing and professional dedication. In a study on assessment of relationship between school climate and teachers' professional commitment, Smith (2009) found that teachers' professionalism was a significant predictor of teachers' commitment.

The study designed by Salahshour and Hajizadeh (2012) investigated students' perceptions. The items were classified into: *Personal Qualities, Proficiency, Methodology, Evaluation, Teaching Skills, Subject Mastery, Teacher-Student Interaction and Classroom Managements*. Respondents received the tool in

person and via email. They were asked to assess prevalence of the elements listed above. Findings revealed that: (i) Students' and teachers' perspectives on what effective English language are and the methodology employed are comparable; (ii) 61% of respondents believed the use of pantomime, images and acting to clarify concepts *are* essential tools of an effective instructor. 23% of respondents stated that it was of no importance. It is implied that students have an inclination to absorb information in a more direct manner; (iii) 55% of the teachers assigned some significance to the use of group work. 40% of the sample admitted that use of group work is somewhat important; (iv) Traditional methods of instruction had a significant impact on Iranian colleges and universities. They were also accustomed to working independently and competitively in class; and as a result, exhibited no interest in working collaboratively in the classroom; (v) 57% of respondents believed an effective instructor uses instructor-student relationship. According to the degree of this item being higher, 66% of teachers chose the item as significant, lending credence to its veracity and being extremely crucial for an effective instructor; (vi) 14% of respondents viewed teacher's knowledge of native tongue as essential whereas no teacher believed this item to be of high importance; (vii) Teachers' capacity to communicate concepts, knowledge, and intended instructional materials. 83% of the instructors viewed this factor as extremely essential to an effective educator (was the top priority for 66% of respondents in this category). Only 45% considered it as very essential; (viii) 50% of respondents believed that preparation and planning were very important; while 38 percent of teacher-sample rated it to be extremely essential; (ix) Teachers and students did not share a unified perspective on a teacher's capacity to respond to student questions. More than fifty percent of students unanimously agreed that this item was very essential. Nonetheless, only 38% of teachers believed that the ability to respond to students' questions is a significant factor in determining a teacher's efficacy; (x) Both groups agreed that teachers should emphasis on various skills; and (xi) Both factions viewed class control as extremely vital. 77% of Teachers and 45 percent of the student-sample believed class control was extremely vital.

Consequently, Hajizadeh and Salahshour (2014) in analysing characteristics of effective teachers of English language got the following rating: Self-efficacy (88%); Precision (83%); Capacity to convey ideas, knowledge and instructional materials (83%); Commitment (83%); Effective use of class time (83%); Inspire motivation 77%; Ability to maintain Emphasy (77%); Effective class control (77%); Liveliness (72%); Respect for students (72%); Building students' self-confidence (72 percent); Encourage use English in classroom (66%); Use of oracy through questions (55 percent); Knowledge of Subject-Matter (55%); and Expertise in choice of teaching strategies (55%)

Objectives

This study set out to examine the professionalism status of English language teachers in secondary schools within Southwest, Nigeria in order to predict their effectiveness.

Statement of the Hypotheses

Ho1: There is no significant influence of English language teachers' locations on their effectiveness.

Ho2: There is no significant influence of years of experience on English language teachers' overall effectiveness.

Ho3: There is no significant influence of a teacher's educational qualification on English language teachers' overall effectiveness.

Ho4: There is no significant influence of subject specialization on English language teachers' overall effectiveness.

Ho5: There is no significant influence of in-service training on English language teachers' overall effectiveness.

Ho6: There is no significant influence of combined contribution of years of experience, educational qualifications, subject specialization and in-service training on English language teachers' overall effectiveness.

Significance of the Study

This study set out to make teachers become reflective thinkers and be conscious of their classroom practices as implementers of provisions for education in order to improve academic achievement and produce excellent future leaders. The study would give English language teachers insight into some teacher-related factors that can facilitate or impede their effectiveness.

Also, Administrators in Education stand to benefit from the study as the policy designers and monitors of school practices in order to ascertain best practices. The study would help in identifying indices to look for during recruitment and promotion exercises.

Scope of the Study

The study investigated individual, joint and relative contributions of elements of teachers' professionalism (Qualification, Years of experience, Subject Specialization, In-Service–Training, Preparation and Planning, Management of Classroom, Knowledge of Subject matter, Teachers' Characteristics and Teachers' socio-affective skills) to English language teachers' effectiveness. The study covers 294 Secondary Schools English Language teachers from across the nine Senatorial Districts in Ogun, Osun and Oyo States of South West, Nigeria.

Research Design

This study adopted the descriptive design of survey type. Also, the design allows for description of elements of the independent variable (teacher's professionalism). It also investigated their manifestations and their predictive relationship with the dependent variable (teacher effectiveness).

Population, Sample and Sampling Technique

The population for this study is secondary school English language teachers in southwest Nigeria. Purposive sampling technique was adopted to select three (Ogun, Osun and Oyo) out of six states designated as South West, Nigeria. The major reason, for excluding Lagos, Ekiti and Ondo states, is because they often ranked better than the chosen states in Senior Secondary School Certificate Examinations according to reports from the West African Examinations Council. Besides, Oyo state is known to have many secondary schools in Nigeria. It also has the highest number of English language teachers and students enrolment in the zone (aside Lagos state which has a federal outlook and thus is a flagship state). Osun state has close affinity, in history and boundaries, with Oyo state. Also, Ogun state is known to have the highest number of tertiary institutions and is naturally expected to provide higher opportunities for admission access – where English language is pre-requisite for admission into any programme.

In order to ensure adequate coverage for the study, the three Senatorial Districts, of each state, were purposively selected. Ten (10) secondary schools were randomly selected from each senatorial district. Furthermore, all English language teachers found in the sample schools constituted Teacher-Sample - Ogun State contributed ninety-nine (099), Osun State contributed sixty-seven (067); while Oyo State contributed one hundred and twenty-eight (128). Consequently, two hundred and ninety-four (294) English language teachers form the subject of the study.

Instrumentation

The Teachers' Professionalism Scale (TPS), an amalgamation of Teacher's Professional Scale and

Teachers' Effectiveness Self-evaluation Scale was used to determine Teachers' Effectiveness (see details in the tables of analysis).

METHOD FOR DATA COLLECTION

The researchers and research assistants took permission from the authority of the selected schools coupled with evidence of earlier visits to the Teaching Service Commission, to conduct the study for academic purposes. The process of administration of the instruments took six weeks.

Data obtained were analysed through descriptive and inferential statistics: Mean and Standard deviation were used for research questions; while Pearson Product Moment Correlation, Analysis of Variance, T-test and Multiple Regression were used for testing hypotheses - at 0.05 level of significance.

Table 1: Description of Teachers' demography

No	Variables	Frequency	Percentage
1.	Gender Variable		
	Male	150	51.2
	Female	144	48.8
	Total	294	100.0
2	Years of Experience		
	0-5yrs	140	47.78
	6-15yrs	90	30.71
	16yrs and above	64	21.5
	Total	294	100.0
3	Educational Qualification		
	B.A (E d.)/ B. Ed in English (Professionally Qualified)	104	35.49
	B.A. (English) + NCE/PGDE (Professionally Qualified)	78	26.62
	B.A. Linguistics/Literature + PGDE (Qualified)	48	16.38
	B.A. English (Not Qualified)	51	17.4
	Others Graduates (HND) (Not Qualified)	13	4.1
	Total	294	100.0
4	Subject Specialization		
	B.A. (Ed) / B. Ed (English)	104	35.49
	B.A. (English) + NCE/PGDE	78	26.62

	B.A. Linguistics/Literature + PGDE/NCE	51	17.30
	Others (Linguistics/ Literature e.t.c)	13	21.5
	Total	294	100.0
5	In Service Training Frequency		
	None	106	36.2
	less than 2	97	33.1
	2-5	30	10.2
	Above 5	61	20.5
	Total	294	100.0
	Well Trained	90	31
	Less Trained	204	69

Table 2: English language teachers' perception of their professionalism

		Always		Most Times		Seldom		Never		
	<i>Preparation and Planning</i>	Freq	%	Freq	%	Freq	%	Freq	%	Mean
1	I am mindful of individual differences while planning for my lessons.	23	7.8	92	31.4	87	29.7	92	31.1	2.2396
2	I prepare my lessons based on techniques I have found suitable.	29	9.9	109	37.2	67	22.9	89	30.0	2.2304
3	I review the test I intend to administer on my students.	43	14.7	76	25.9	99	33.8	76	25.6	2.2031
4	In the end, I summarise the lessons I teach.	31	10.6	97	33.1	100	34.1	66	22.2	2.2792
5	I do organise subject matter I teach to be in	28	9.6	64	21.8	120	41.0	82	27.6	2.2669

	agreement with the objectives of my subject.									
	Total Average mean									2.21
	<i>Classroom Management</i>									
6	While teaching, I ask thought-provoking questions rather than fact finding questions.	58	19.8	68	23.2	104	35.5	64	21.5	2.2870
7	I do discuss performances, in tests, with my students.	33	11.3	77	26.3	106	36.2	78	26.3	2.2747
8	I draw guidelines for completing assignments.	28	9.6	72	24.6	110	37.5	84	28.3	2.2464
9	I encourage punctuality in submitting assignments.	41	14.0	84	28.7	100	34.1	69	23.2	2.2655
10	I maintain discipline in the classroom in democratic manner.	48	16.4	66	22.5	103	35.2	77	25.9	2.2065
	Total Average mean									2.27
	<i>Knowledge of Subject matter & Delivery</i>									
11	I have a great deal of interest in my subject.	33	11.3	94	32.1	90	30.7	77	25.9	2.2133
12	I discuss subject matter with ease and confidence.	26	8.9	81	27.6	105	35.8	82	27.6	2.2225

13	I share only relevant information to the lessons I teach.	46	15.7	94	32.1	91	31.1	63	21.2	2.2768
14	I take time to answer questions raised about lessons taught	55	18.8	85	29.0	90	30.7	64	21.5	2.2495
15	I equip myself with a lot of information about lessons taught.	38	13.0	90	30.7	77	26.3	89	30.0	2.2338
	Total Average mean									2.26
	<i>Teacher's Characteristics</i>									
16	I do possess pleasing manners.	23	7.8	115	39.2	74	25.3	82	27.6	2.2270
17	I value my academic achievements.	41	14.0	94	32.1	108	36.9	51	17.1	2.2700
18	I use understanding and sympathy in working with my students.	58	19.8	90	30.7	90	30.7	56	18.8	2.2846
19	I project a laudable example of my personal and social life to my students.	36	12.3	77	26.3	104	34.8	79	26.6	2.2577
20	I maintain pleasantable and approvable gestures in the classroom.	42	14.3	72	24.6	101	34.1	80	27.0	2.2372
	Total Average mean									2.33
	<i>Interpersonal Relationship</i>									

21	I give my learners and others the opportunity to express themselves.	57	19.5	60	20.5	116	39.6	61	20.5	2.2109
22	I am reasonably obedient to my Headteacher	39	13.3	77	26.3	113	38.6	65	21.8	2.2894
23	I am reasonably obedient to my headmaster	26	8.9	68	23.2	119	40.6	81	27.3	2.2635
24	I interact with others in discussing challenges in our classrooms	36	12.3	67	22.9	112	38.2	79	26.6	2.2918
25	I do not exhibit threatening behaviour when interacting with others	39	13.3	72	24.6	107	36.5	76	25.6	2.2440
	Total Average mean									2.25

Table 2 shows the pattern of professionalism of the sample. The findings revealed that responses to strongly agree and agree, which is 120 (41.0%), have a positive opinion of English language teachers' professionalism; while 173 (59.0%) were against the opinion. The results imply that teacher belief and professionalism have an impact on teacher effectiveness of secondary school English language teachers in Southwest, Nigeria. Again, the years of teaching experience of most of the teacher sampled could be responsible for the outcome which corroborates the results from studies by Sehjal (2021), Blazar (2016), Chetty, Friedman & Rockoff, (2014); Cohen and Wyckoff, (2013); Kane, McCaffrey, Miller and Staiger, (2013. Blazar (2016) and Jackson (2012) particularly found that senior teachers have greater impacts on a range of students' attitudes and behaviours - in addition to their academic performance.

	Teachers' overall effectiveness	Always	Most Times	Seldom	Never	Mean
1	Preparation and Planning	30	87	95	82	2.21
2	Classroom Management	42	73	104	75	2.27
3	Knowledge of Subject matter & Delivery	38	90	77	89	2.26
4	Teacher's Characteristics	40	89	95	70	2.33
5	Interpersonal Relationship	39	69	113	73	2.25

Decision range: (N=294, $\bar{x} = 2.5$)

Hypothesis1: There is no significant influence of teacher's location on English language teachers' overall effectiveness.

Table of Mean Scores, Standard Deviations and t-value of Respondents' view (based on their locations)

Teacher' Location	No.	Mean	SD	Df	Cal. t-val.	Crit. t-val.	p-value	Decision
Urban	146	149.56	7.91	291	3.02	1.96	0.000	Rejected
Rural	147	148.28	7.84					

*Significant; $p < 0.05$

The results on the table revealed that the calculated t-value of 3.02 is greater than the critical t-value of 1.96 with 291 degrees of freedom at 0.05 level of significance. On the ground that the p-value of 0.000 is less than 0.05, the null hypothesis is rejected. Thus, a teacher's location will have a significant impact on English language teachers' overall effectiveness. With urban mean of 149.56 and rural mean of 148.28, there is significant difference between the impact of urban and rural teachers on the overall effectiveness. The reason for the significant difference is the fact that teachers in urban areas are exposed to more materials, users and textbooks in English language than teachers in rural areas.

Hypothesis2 : There is no significant influence of years of experience on English language teachers' overall effectiveness.

Below is the ANOVA table comparing respondents' year of experience impact on English language Teachers' overall Effectiveness

Sources	SS	df	MS	Cal. F-val.	Crit. F-val.	p-value	Decision
Between Group	40.515	2	20.257	33.32*	3.00	0.00	Rejected
Within Group	17653.908	292	60.876				
Total	17694.423	294					

*Significant; $p < 0.05$.

The table reveals a calculated F-value of 33.32 which is greater than the critical F-value of 3.00 at a 0.05 alpha level. P-value of 0.00 is less than 0.05, so hypothesis is rejected. The outcome implies a significant difference in Year of experience and impact on English language teachers' overall effectiveness.

To determine the mean value(s) of significant difference observed in the ANOVA results of Table of Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of DMRT procedure showing differences in respondents' Years of experience and impact on English language Teachers' overall Effectiveness

Years Experienced	Group	N	Mean	Duncan Groupings
0-5 years	1	163	149.2577	A
16 years and above	2	40	148.92	B

6 – 15 years	3	90	148.42	C
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From the table above, Duncan Multiple Range Test (DMRT) result shows group means that reflect significant differences noted in ANOVA result on table 17. DMRT results indicated that group 1 had the mean score of 149.25; the second group recorded the mean score of 148.92; and the third had mean score of 148.92. Hence, there exists a significant difference among the teachers' years of experience. However, group 1 (0-5 years), group 2 (16 years and above) have the highest number of impact on English language teachers' overall effectiveness on years of experience. The hypothesis is rejected

Hypothesis3 : There is no significant influence of a teacher's educational qualification on English language teachers' overall effectiveness.

Table of Means, Standard Deviations and t-value of Respondents' view on the basis of educational qualification

Educational Qualification	No.	Mean	SD	Df	Cal. t-val.	Crit. t-val.	p-value	Decision
Qualified	182	149.50	7.81	292	2.59	1.96	0.000	Rejected
Not Qualified	112	147.99	7.95					

*Significant; $p < 0.05$

Mean score, standard deviation and t-value of respondents on the basis of educational qualification of Table shows that calculated t-value of 2.59 is greater than critical t-value of 1.96 with 291 degree of freedom at 0.05 level of significance. Since the p-value of 0.000 is less than the 0.05, null hypothesis is rejected. Thus, Educational Qualifications will have a significant impact on English language Teachers' overall Effectiveness.

Hypothesis 4: There is no significant influence of subject specialization on English language teachers' overall effectiveness.

Table of ANOVA comparing impact of respondents' subject specializations on their overall Effectiveness

Sources	SS	df	MS	Cal. F-val.	Crit. F-val.	p-value	Decision
Between Group	196.581	2	98.290	4.585	3.00	0.007	Rejected
Within Group	17986.914	292	62.024				
Total	18183.495	294					

*Significant; $p < 0.05$.

Above table represents the calculated F-value of 4.58 which is greater than the critical F-value of 3.00 at 0.05 Alpha level of significance. Since p-value of 0.007 is less than 0.05, the null hypothesis is rejected. Subject specialization will have a significant impact on English language teachers' overall effectiveness. To determine the mean value(s), a significant difference observed in ANOVA results of the Table , Duncan Multiple Range Test (DMRT) was used as a post-hoc test.

Duncans Multiple Range Test (DMRT) showing differences among respondents in the Subject specialization's impact on English language Teachers' overall Effectiveness

Specialization	N	Mean	Duncans Grouping	Group
B.A. (Ed) / B. Ed (English)	104	149.9038	A	1
B.A. (English) + PGDE	26	148.9615	B	2
B.A. (English) + NCE	52	148.7715	C	3
Others (English/Linguistics/Literature) e.t.c.	111	147.9910	D	4

The table presents Duncan Multiple Range Test (DMRT) showing group means of significant difference noted in ANOVA result on table 20. DMRT results indicated that group1, with the mean score of 149.90, differed significantly from group 2. The mean score of 148.96 also greatly differs from group 4 with 147.99. Hence, all groups are significant. However group 1 (B.A. (Ed) / B. Ed (English)) has the highest level of impact on English language teachers' overall effectiveness. Consequently, the hypothesis is rejected.

Hypothesis5 : There is no significant influence of in-service training on English language teachers' overall effectiveness.

Below is ANOVA table comparing respondents' in-service training impact on English language teachers' overall effectiveness

Sources	SS	df	MS	Cal. F-val.	Crit. F-val.	p-value	Decision
Between Group	137.625	3	45.875	.735	2.60	0.532	Accepted
Within Group	18045.870	291	62.442				
Total	18183.495	294					

*Significant; $p < 0.05$.

The table, above, presents the calculated F-value of 0.73 which is less than the critical F-value of 2.60 at 0.05 alpha level of significance. Since p-value of 0.532 is greater than 0.05, the hypothesis is thus accepted. This implies that in-service training will not have a significant impact on English language Teachers' overall Effectiveness.

Hypothesis6 : There is no significant influence of combined contribution of years of experience, educational qualifications, subject specialization and in-service training on English language teachers' overall effectiveness.

A stepwise multiple regression analysis conducted on the combined contribution of years of experience, educational qualifications, subject specialization and in-service training on English language teachers' overall effectiveness.

Table of Model summary:

Predictors Variables Entered	R	R Square	Adjusted R Square	Change Statistics	
				R Square Change (ΔR^2)	F Change
Experience	.059 ^a	.003	.000	.003	1.016
Qualification	.098 ^b	.384	.124	.006	1.779
Specialization	.119 ^c	.549	.128	.005	1.383
Training	.137 ^d	.019	.005	.004	.003

Table of ANOVA^a

	Model	Sum of Squares	Df	Mean Squares	F	Sig.
1	Regression	63.252	1	63.252	8.016	.004 ^b
	Residual	18120.243	293	62.269		
	Total	18183.495	294			
2	Regression	173.738	2	86.869	20.851	.009 ^c
	Residual	18009.757	292	62.103		
	Total	18183.495	292			
3	Regression	259.543	3	86.514	31.395	.003 ^d
	Residual	17923.952	291	62.021		
	Total	18183.495	294			
4	Regression	339.015	4	84.754	26.41	.000 ^e
	Residual	17844.480	290	61.960		
	Total	18183.495	294			

Table of Coefficients of Final Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	149.950	1.114		134.620	.000
Experience	.588	.584	.059	4.008	.004
Qualification	.598	2.158	.337	8.277	.002
Specialization	2.340	1.497	.254	8.563	.009
Training	1.471	1.299	.210	0.133	.458

- a. Dependent Variable: Overall Teachers Effectiveness
- b. Predictor in the Model: (Constant), Years of Experience
- c. Predictors in the Model: (Constant), Year Experience, Qualification
- d. Predictors in the Model: (Constant), Year Experience, Teacher Qualification, Subject Specialization

According to Tables on the relationship factors (Combined contribution of years of experience, educational qualifications, subject specialization and in-service training) that appeared as significant influences on overall teachers' effectiveness, were upheld. this means that there is a significant combined contribution of years of experience, educational qualifications, subject specialization and in-service training on English language teachers' overall effectiveness ($F_{1, 291; 2, 290; 3, 289; \& 4, 288} = 8.01, 20.85, 31.39 \text{ and } 26.41; p = 0.000 < 0.05$). Multiple correlation is found to be $R = .059, .096, .119 \text{ and } .137$ for years of experience, educational qualifications, subject specialization and in-service training, respectively, which accounted for 5.9%, 9.6%, 11.9% and 13.7% variance overall English language teachers' overall effectiveness.

As apparent from the standardized coefficient (β), bearing t-value that it is not significant at 0.05 level for years of experience, educational qualifications and subject specialization have the predictive power ($\beta = .059, 0.337 \text{ and } 0.254; p < 0.05$) while it is not significant for In-service training with ($\beta = .210; p > 0.05$); predictive power contributed about 0.3%, 38.4%, 54.9% and 1.9% variance in respondents' overall English language teachers' overall effectiveness ($\Delta R^2 = .003, .006, .005 \& .004$). This indicates that Years of experience, educational qualifications and subject specialization respectively will have significant impact on English language teachers' overall effectiveness; while in-service training will not have significant impact on the overall English language teachers' overall effectiveness. The hypothesis is thus rejected. Overall, it can be explained that the higher the increase in those years of experience, educational qualifications, subject specialization and in-service training, the higher their impact on the overall effectiveness of the English language. On the other hand, in-service training might not necessarily lead to an impact on the English language teachers' overall effectiveness.

The outcome of the analysis of the result from hypothesis one of this study shows that a teacher's location has a significant impact on English language Teachers' overall Effectiveness. This outcome is in tandem with Kumari and Padhi (2014), as well as Adu and Ade Ajayi (2015), but contradicts the findings of Biswas (2018) where location had no significant impact on teachers' effectiveness.

Hypothesis two stated that years of experience will not have significant impact on English language teachers' overall effectiveness. The analysis revealed a calculated F- value of 33.32 that is greater than critical F-value (3.00) at 0.05 alpha level. Moreover since the p- value of 0.00 is less than 0.05, the hypothesis is rejected. The findings implied a significant impact of years of experience on English language teachers' overall effectiveness. DMRT results indicated that group 1 had a mean score of 149.25; group 2 had a mean score of 148.92. Group 3 had a mean score of 148.92. Hence, there is a significant difference. However, group 1(0-5 years), group 2 (16 years and above) have the highest amount of impact on English language teachers' overall effectiveness on years of experience. The outcome contradicts that of Buela and Mamman (2015) but supports the findings of Biswas, (2018) and Blazar (2016). Biswas found that teachers in upper secondary schools were more effective; while Blazar (2016) found that teachers in upper-elementary classes, as a result of years of experiences, have greater impact on students' attitudes and behaviours in addition to their academic performance in Mathematics and Classroom Assessment Scoring System.

Hypothesis three stated that educational qualifications will not have any significant impact on English language teachers' overall effectiveness. Calculated F-value of 81.13, is greater than critical F-value of

2.600 at a 0.05 alpha level. Since the p-value of 0.00 is less than 0.05, the hypothesis is rejected. The findings implied a significant difference in Educational Qualifications and impact on English language teachers' overall effectiveness. DMRT results indicated different mean scores of the four groups involved. There is a significant difference. This finding tallies with Sibiri and Bugwie (2022), Mezieobi and Anyanwu (2017) and Fakeye (2012) that professional qualifications enhance teachers' outputs in the classroom. Moreover, 74.1% of Sibiri and Bugwie (2022) sample strongly agreed that achievement of subject objectives is directly related to teacher's qualification. Komolafe (1989) also found the relative contribution of teachers' qualifications, subject specializations and experience.

Hypothesis four stated that subject specializations will not have any significant impact on English language teachers' overall effectiveness. Calculated F-value of 0.419, is less than critical F-value of 2.600 at a 0.05 alpha level. Since the p-value of 0.740 is greater than 0.05, the hypothesis is accepted. The findings implied no significant difference in Subject specializations and impact on English language teachers' overall effectiveness. The finding contradicts Biswas (2018) which found significant differences in Teachers' effectiveness based on subject specializations. Also, findings from Buela and Mamman (2015) and Sibiri and Bugwie (2022) revealed that over 60 % of respondents strongly agreed that subject teaching objectives are better achieved through professional teachers.

Hypothesis five posited that In-Service Training will not have a significant impact on English language teachers' overall effectiveness. Calculated F-value of 0.319 is less than critical F-value of 2.600 at a 0.05 alpha level. For the fact that the p-value of 0.811 is greater than 0.05, the hypothesis is accepted. The findings implied in-service training had no significant difference on English language Teachers' overall effectiveness. Therefore, in-service training will not have a significant impact on English language Teachers' overall effectiveness. Although this agrees with the submission of some scholars like Purkey and Strahan (2002), it however contradicts empirical findings from scholars like Ulla and Winitkun (2018), as well as Odeleye and Oshin (2011) who found and concluded that teachers who attended capacity building programmes are able to bring about improved learning outcome in students when compared to those who do not attend any capacity building programme (Fatemipour & Hosseingholikhari, 2014). The outcome may be a product of teachers' attitude to teaching of English language as reported in Araromi and Salman (2020)

Hypothesis six stated that combined contributions of years of experience, Educational qualifications, subject specialization and Staff Development Training will not have a significant impact on English language Teachers' overall Effectiveness. The variables were found to be significant, except for in-service training. The positive correlation of experience, qualification and subject specialization in determining teachers' effectiveness agrees with a host of other studies like Borg (2003) as well as Ntibi, Neji and Agube (2020) who found correlation among students' success, teachers' content and pedagogical knowledge. The implication, therefore, is that the better the quality of teachers in terms of professionalism and beliefs, the better the academic achievements of learners under such teachers.

Summary of Findings

The study and teaching of the English language, which is the foremost language of the world and one of the six languages used in conducting affairs in the United Nations, must be taken seriously. The role of the English language, in Nigeria, is that of an element that actually amalgamated the previously independent nations with linguistic and cultural differences.

Professionalism (combination of years of experience, educational qualifications, subject specialization and professional development training), as well as gender and location, had a significant impact on English language Teachers' overall Effectiveness.

CONCLUSION

The study has revealed significant differences in the mean scores of experienced and less experienced; qualified and less qualified; specialist and non-specialist; teachers with higher in-service training and those with less in-service.

Experience in service and educational qualifications will have significant impact on English language teachers' overall Effectiveness; while subject specializations and professional development/training may not have significant impact on English language teachers' overall effectiveness.

Recommendations

There is a need for professional development programmes to provide teachers with opportunities to uncover their beliefs and reflect upon their classroom practices. In order to address contextual factors, any teacher training programme needs to take into account the contextual factors which influence what teachers do inside the classroom.

In-service training should incorporate measures for teachers to examine and assess innovations; monitor and support systems that will aid personal practical understanding of any innovation. It is important to note that in-service training for teachers ought not to be mere briefing or lecture, within short sessions. Rather practical activities and simplified strategies are required to enhance teachers' effectiveness.

Yardsticks for assessment of teachers for appointment and promotion should involve elements of reflective thinking on classroom practices. That strategy will help teachers to bring their wealth of experience into teaching by making classroom interactions more interesting - so as to arouse the interest of students for improved academic excellence.

Teachers should consciously improve their knowledge of the subject matter and mode of presentation of subject contents by attending conferences, seminars and workshops as stakeholders in education to enhance students' academic achievement.

Teachers should also be flexible in expressing their classroom management styles in terms of lesson preparation and presentation to accommodate individual differences of students.

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