

Conceptual Review of Decision-making Practices, Teachers' Work Ethics Compliance and Secondary Schools Effectiveness

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Abstract

The study examined the extent of teachers' compliance with work ethics and decision-making procedures in public secondary schools. If efficient instruction and service delivery are to be achieved in public secondary schools, the results of the current study have significant implications for effective school administration and management. The efficacy of the school will increase when principals encourage high ethical leadership behaviour through participatory decision-making on the part of the members. The chances of having committed teachers who aid in achieving the goals of the schools are increased by principals who apply sound ethical principles in respecting the rights of their teachers, demonstrate professional competence and responsibility, while fostering honesty and integrity in their professional relationships with teachers, and demonstrate responsibility to schools, families, communities, and society at large. This makes it necessary for public secondary school principals to cultivate and uphold very high ethical leadership behaviours while acting in their instructional leadership roles, making decisions, carrying out their supervisory functions, communicating and working collaboratively with teachers, and holding themselves

accountable, in order to foster an environment that will encourage high levels of teacher commitment. It was concluded that teachers who are deeply committed to their jobs develop ethical values and conduct.

Keywords: Code of conduct, Leadership, Decision-making practices, Teachers' Involvement, Work ethics compliance, School effectiveness

Word Count: 201

Introduction

Education has been often recognized as a very crucial and veritable instrument for the social, political and economic development of nations. It empowers people with attitude, skills and knowledge for purposeful living in the society. It is the process through which an individual inquires necessary knowledge, competencies and capacities that enable him adapt positively into the society. Whether formal, informal or non-formal, education attempts to pass on to members of the society the latter's culture which is preserved overtime for the enlightenment and strengthening of its citizenry (Onye and Ajuzie, 2018). In her National policy on Education (2014) observes that education in Nigeria is an instrument "par excellence" for effecting natural development. Secondary education is the education children received after primary education and before tertiary stage of education.

Secondary education is of key importance because it is expected that a child who cannot proceed to tertiary level would have acquired enough skills and knowledge at the secondary level to enable him/her contribute meaningfully to the economic growth of his/her society (Kenigheni, 2014). Oku, Emenalo and Okeke (2018) opined that educational institutions, like any other organisation, are set up to achieve a number of goals and objectives using limited human and materials resources available. In the course of realizing the organizational goals through human interactions and actions, there are bound to be problems, difficulties and conflicts in needs, values, interests, ideas and so on. In a situation like this, a school administrator has to find a way of proffering solutions to the problems or situations and this is done through decision making, which some authors believe to be an act of administration or leadership (Wordah and Ekwesianya, 2020; Agi and Edward, 2015).

Leadership is a very important elements of school administration since running schools requires full cooperation of all stakeholders who

need direction and coordination. Meanwhile, the school is a social system which means that individuals are in constant interaction in process of accomplishing predetermined goals and objectives (Agi and Edward, 2015). A leadership position has the onerous responsibility on achieving the goals of organisations. To leaders is entrusted the power to organize the personnel and the materials available in an organization so that they follow to realise the set goals and objectives of the establishment. Their relevance as organizational leaders are to the extent to which they are found capable of utilising the men and materials available to them in achieving the target objectives of the organization. The head or leader of an establishment maintains his relevance by helping the organization stay in business through realizing the motive which might be profit or service oriented (Ogbonnaya, Orbeegbulem, Onwurah and Enyi, 2018).

Wordah (2020) defines leadership as a process whereby a person (the leader) or persons (leaders) intentionally influence(s) (by communication), interrelationships, motivation, and so on, the behaviour of others in a special group or organization. Leadership is a position or ability to lead a group of people in an organisation for the attainment of an objective. A leader is a person with power over the others that exercise this power for the purpose of influencing their behaviours. A principal is the head and leader in a secondary school. Principalship, according to Hornby's *Advanced Learners Dictionary of current English* as cited in Anukam, Okunamiri and Ogbonna (2016) is the highest in the order of importance, the chief person in authority; the most important leader of a school or college". Anukam *et al* (2016) state that the title of principal is an appropriate designation for the administrator of a single school. But in the Nigeria context, the title principal usually refers to the head of a secondary school or a post primary institution. He or she is the first citizen of the institution, the head of the school family, the custodian of the school culture, the mirror of the tone of the school, the personification of the school motto: the architect of the school psyche and the first among equals in the tutorial team (Anukam, *et al.*, 2016). The personality of the principal is the fulcrum around which the totality of the school image revolves. School principalship is one of most important educational leadership positions.

The secondary school principal plays a significant role in the school system to achieve its common goals. That is why some scholars describes him as an executive head of the school because of the way he makes decisions and implements decisions and programmes of the

school. He coordinates activities for work to proceed smoothly, quickly and efficiently to achieve the goals of the school. And this aim cannot be actualized by the principal alone (Somech, 2019). He requires the help of other staff. Principals, just like other administrators, plan, stimulate, coordinate, direct and evaluate the work of other staff in the school. That is why it is pertinent that a principal works with other staff to be effective in achieving choice cardinal objectives of the school. Principalship is a shared responsibility or leadership. Participatory decision-making is therefore a *sine quo non* in every organization. It makes provision for workers to assume full responsibility of the organization.

Nwana *et al* (2016) describe decision making as a conscious and deliberate resolve that binds the individual group to taking action in a specific way. Decision making is a conscious process of making choices among one or more alternatives with the intention of moving towards some desired states of affairs (Mmejim, 2018). It is the process of identifying and selecting a course of action to direct a problem or take advantage of an opportunity. Oku, Emenalo and Okeke (2018) define decision making as the selection of a course of action from among alternatives. It is a central job to do it, and when and where to do it and at times how it will be done. Oku, Emenalo and Okeke (2018) also, states that decision making is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. It involves choice and entails cost. If one alternative is chosen, the other is lost (cost). Decision making is the process by which managers respond to the opportunities and threats that confront them by analyzing the options and making determinations, or decisions about specific organization goals and courses of action (Agi and Edwards, 2015). Decision making therefore requires careful and concerted efforts to achieve the best result.

The field of education is a living open system of thought that continually deals with fresh issues as they arise out of man's changing actions and experiences (Nwanna, Chukwu, Okatahi, Iwuihukwu, Miyu, Salawu and Isamil, 2016). These educational activities can only be carried out through effective leadership and decision making by the educational manager or leader. It is believed that the success or failure of any school is dependent upon the groups that make it up and effective utilization of the intellectual abilities of these groups or human resources helps the development of such an organization or schools which affects school's administration, job satisfaction, job commitment, productivity, school

administrative efficiency and school discipline in general (Nwanna, *et al.*, 2016). One of such groups and the major human resource is the teaching force.

Teaching is an interaction between a teacher (an instructor) and a student over a subject in a setting (Al-Hothali, 2018). This interaction leads to learning. Learning is a relatively permanent change in behaviour which arises from an organization's interaction with its environment. It is a lifelong process of transforming information and experience into knowledge, skills, behaviours and attitudes. The success or failure of any educational system can be traced to the performance of teachers. Teachers are the bedrock of any educational system and the nerve of all the programmes and activities taking place in the school (Odunaike, Ijaduola and Epetimehin, 2018). Odunaike, (2018) state that the teacher is that individual who is able to make the learner want to learn and helps same to learn more.

Every system is adjudged by the value of its products and services and in the case of education, the core product is a well tutored learner who processes specific skills and knowledge with refined behaviour that enable him function effectively in the society (Onye and Ajuzie, 2018). Teachers' performance is essential in the school system. Performance is the act of accomplishing or executing a given task (Akinwarere, 2021). Teacher job performance is the duties performed by a teacher in a particular period in the school system in achieving organizational goals (Ayegbusi and Ogunlade, 2020). These authors noted that job performance could be measured through teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility including ethics compliance for enhanced school effectiveness (Nwanna, *et al.*, 2016). No wonder, Umoh, Bailey and Akangbou, (2021) explains that the role of the teacher has a moral dimension, since he/she is the link between the school and the society. He/she teaches and instructs students, organizes educational activities and cooperates with the family in raising children and cultivating morals in them.

A teacher qualified with moral and scientific competences can create through his practices a new developed generation. Based on the distinctive and serious role played by the teacher in the educational system, he/ she should have a set of characteristics commensurate with the roles assigned to him/ her. Ethics regulate the behaviour of the

professionals and preserve the continuity and survival of the profession (Ayegbusi and Ogunlade, 2020).

Studying teaching ethics is essential for the advancement of moral behaviour that has a favourable impact on both the delivery of instruction and the relationships among all members of the school community. They serve as a foundation for the function of the teacher in the educational process and are mostly based on the existence of a favourable tendency towards the profession (Akinwarere, 2021). Al-Hothali (2018) demonstrates that a code of ethics or norms of conduct that are morally forced on the teacher give a lot of room for the teacher's discretion, allowing the instructor to determine what is moral or immoral in the context of these principles. When these general norms are applied incorrectly, they lose all of their meaning and become empty formalities. Umoh, Bailey and Akangbou (2021) believe that the Code of Ethics of the Teaching profession is required for controlling the educational process and keeping it from deviation. Indeed, the code of ethics seems to bring about school effectiveness. The search for effective schools is one of the main education reform initiatives taking place in many countries today. School effectiveness therefore means 'the school accomplishes its objectives'. School effectiveness can be regarded as a distinct characteristic of an effective school (Okeke and Uwazurike, 2016). Thus, the Code of Ethics represents a necessity for every professional and for educators specifically, because of the seriousness of their profession and its role in building the human personality with its various dimensions.

Decision Making Practices: Its Process and Teachers' Involvement

Therefore, making decisions is a continuous process rather than a one-time task (Wordah and Ekwesianya, 2020). Every successful organisation must make decisions that enable it to accomplish its mission and that address the pressing demands of its constituents (Moran, 2019). Additionally, according to Okeke and Uwazurike (2016), decisions are made every day at school about the conduct of work, the distribution of resources, and short-term goals.

Policies (the specification of goals), resources (people, money, materials, and authority), and execution methods all play a role in decisions (integration and synthesis). The school principal should establish two key principles when making decisions of this type: policy

decisions that seek purposeful action and executing decisions that seek coordination of activity (Wordah and Ekwesianya, 2020). As a result, making decisions is crucial to carrying out tasks, allocating resources, developing short- and long-term plans, and carrying out the goals and activities of the school. This is true for both schools and organisations as a whole. Moreover, a school leader's main job is to lead the school through effective. Decision making, and quite often they have to decide on what is to be done, who to do it, and when and where is to be done. For a number of reasons, teacher decision-making engagement has advanced. Most frequently, participation is believed to promote teacher-administrator communication and the calibre of educational decision-making. It is also believed that involvement may improve the quality of teachers' "work lives" (Somech, 2019). Additionally, participation by teachers in decision-making processes is thought to boost their willingness to put those decisions into practise in the classroom, so fostering educational productivity (Onye and Ajuzie, 2018).

Successful educational management has been shown to be significantly influenced by participatory decision-making. It not only makes decisions easier to implement, but it also makes teachers feel respected and in control. Additionally, such participation increases staff morale, commitment and teamwork while also fostering trust, assisting teachers in the development of new abilities, and improving school performance. It was believed that involving teachers in decision-making would break down communication between administrators and teachers (Sarıkaya, N. and Erdoğan, 2016).

Teachers' Work Ethics Compliance

The phrase ethics, usually referred to as professional behaviour, relates to a person's conduct, particularly in formal organisations. It is characterised by an employee's conduct, demeanour, and the way they plan and carry out a certain task. The term "conduct" can also refer to the methods used by a company to plan, coordinate, and manage its activities, materials, and human resources in order to meet its objectives. Teachers are required to exhibit a complete professional dedication to their official duties, transparency, equity, and accountability in a school context. Teachers are supposed to have solid intellectual ability, communication skill, honesty, respect, trustworthiness, caring, confidentiality, decent dressing habit, and guiding oriented since no educational system can surpass the quality of teachers.

These core values include, but are not limited to, knowledge, communication skills, respect, integrity, care, trust, and confidentiality. They also include dressing habits, guidance, assembly time books, environmental sanitation, lessons, lesson notes, and sandwich courses. They also include use of school facilities, guidance and counselling unit exams/release of results/certificates, continuous assessment, and national curriculum.

Teachers must carry out instructional responsibilities as required by the curriculum in order for students to meet the established academic objectives in the classroom. In the end, great teaching and learning processes depend on teachers' ability to use instructional resources effectively (Akinwarere, 2021).

The School Effectiveness

The effectiveness of the teaching-learning process depends on the teacher's capacity to exhibit sound professional qualities like scholarship through sufficient study, critical thinking and problem solving. Teachers' subject-matter expertise and pedagogical abilities are clear indicators of the quality of the instruction they deliver. This implies that the true teacher must be aware of what, how and whom he is to educate. The goal is to successfully deliver the curriculum in order to meet the established educational goals and standards in schools (Somech, 2019).

To produce and enhance expected learning outcomes, teachers are expected to provide crucial inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feedback on students' performance, improvisation of instructional materials, adequate keeping of records, and appropriate discipline of students (Umoh, Bailey and Akangbou, 2021).

Conclusion and Recommendations

In order to improve school performance, this article conceptually evaluated the relationship between decision-making strategies and teachers' adherence to professional ethics. Leadership in every organisational environment places a high value on participatory decision-making. As a result, it is crucial for principals of public secondary schools to include other staff members in decision-making to increase their motivation to truly contribute their share to accomplishing the system's objectives. Effective decision-making procedures are essential to

managing the educational system successfully. Any decision that is made incorrectly has a detrimental impact on the school's efficient operation. Review of the literature reveals that, in addition to decision-making procedures, teachers' work ethics have a significant impact on the efficacy of secondary schools. This suggests that, in secondary schools, the majority of teachers adhered to professional ethics and displayed the desired commitment to task performance. In public senior secondary schools in Nigeria, teachers exhibited a high level of adherence to professional ethics in terms of timeliness, good communication skills, positive human interactions, effective time management, adequate subject knowledge, and good clothing habits.

However, the following recommendations were made.

1. Principals should encourage teachers to actively participate in decision-making because this will have a significant impact on how committed teachers are to their jobs in secondary schools. Effective policies that direct principals of public secondary schools in fostering highly ethical instructional behaviour and enhancing teachers' dedication to their jobs are needed. In order to encourage teachers' commitment to their jobs, principals should also demonstrate a strong sense of instructional responsibility while acting in leadership roles in the classroom.
2. In order to give principals, the chance to become familiar with ethical instructional leadership, decision-making, instruction supervision, communication, collaborative, and accountability behaviours that will support teachers' job commitment in schools, the State government should organise leadership training programmes in conjunction with the educational districts within each State.
3. To encourage the dedication of competent teachers, principals should greatly improve their methods of communication in the classroom. By encouraging moral leadership behaviours that will greatly enhance successful communication methods in schools for teachers' devotion to their jobs, this will ensure that they maintain an open-door policy. Principals' should ensure that they apply mechanisms which will highly foster ethical behaviour and conducts in order to boost and improve collaborations of staff members in schools for strengthening teachers' job commitment.
4. The conduct of school principals should be held to a higher standard of ethics. When handling financial matters, they must act in a way that fosters transparency, a feeling of responsibility, and integrity in order

to depict ethical accountability that will encourage teachers' commitment to their jobs in the classroom. Principals should always make sure that they effectively comply with decision-making, ethical instructional leadership, instructional supervisory, communication, collaborative, and accountability leadership behaviours in their dealings with teachers in the school in order to have a positive impact on teachers' job satisfaction. This is because teachers' commitment in public secondary schools in Nigeria could be predicted on the basis of the ethical leadership behaviours fostered by principals.

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Teachers Personality Traits and Students Discipline in Lagos State

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Abstract

This study examined teachers' personality traits and students' discipline. The purpose of this study was to investigate the influence of teachers' personality traits on students discipline in order to achieve educational goals and objectives. Teachers' personality trait plays a significant role in accomplishing students' discipline in and around the school. Teaching and learning have a major part in creating a friendly and encouraging learning environment for students. Teacher personality can affect student learning outcomes via the psychological environment of the classroom. How and why one differs from another is an important part of the study of personality. When the psychological traits of personality are achieved within the teacher, one is more likely to be motivated to achieve, cooperate and take on new challenges. It is important for a teacher to have a sound personality trait which will reflect upon the students' discipline. The researcher concluded that personality trait of the teacher is the key component of teacher professional attitude which would have significant influence upon student's discipline. The researcher recommended that teachers should imbibe the trait of conscientiousness which is the strongest predictor of all the five personality traits in order to ensure job performance through student's discipline.

Keywords: Teacher, Personality Traits, Student, Discipline, School

Word Count: 198

Introduction

Teacher's personality plays a significant role in accomplishing students' educational achievement. Teaching and learning have a major part in

creating a friendly and encouraging learning environment for students. In this context, the current research was conducted to explore the influence of tutor's character on pupils learning and accomplishment. Teacher personality can affect student learning outcomes via the psychological environment of the classroom. How and why one differs from another is an important part of the study of personality. When the psychological traits of personality are achieved within the teacher, one is more likely to be motivated to achieve, cooperate and take on new challenges. It is important for a teacher to have a sound personality skills which will reflect upon the students.

Effectiveness of teaching depends upon six components i.e. appreciating and encouraging students, respect for student personality and equality, social interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction (Stronge, 2007). Improvement in competencies of teacher is either possible when a teacher properly planned for teaching, maintain classroom environment and maintain personality (Wilson, 2011).

Professional attitude of a teacher during teaching in classroom can be judged from his personality, knowledge, communication and management skills (Chek and Pandey, 2016).

Students' academics affect the different aspects of professional attitudes of teachers. Personality is also among the aspects or perspectives of teachers' professional attitude affecting the students' academics.

Quality of physical education depend upon the quality of physical education teacher (Chek and Pandey, 2016). It means that if the teacher is of high quality such as having good personality, good lesson planning, good communication and managerial skills than he easily promotes the field of physical education by producing a competent student. "Quality physical education lesson = Quality physical education teacher" (Yaylac, 2012).

Personality of teacher significantly contributes to academics of the students. Both personality of teacher and motivation of the students in academic activities have significant co-relation (Mohammad, Abraham and Singh, 2011). Therefore, to improve and promote a student's study, motivation, interest and discipline can be reached by the good quality of a teacher's personality skill (Kheruniah, 2013) Personal qualification of teacher effects students' academics. Students learn more from those teachers who has a good personal qualification and experience. It is

necessary and important for physical education teacher to clarify all the topics for students, remain patient with students and promote the confidence level of the students.

Teacher is considered a role model for students (Mohammad, Abraham and Singh, 2011). If teacher maintains his/her personality, update knowledge, maintain class management, and adopt good communication skills during the lecture then it not only helps the students to learn well but will improve overall academics performance of the students (Chek and Pandey, 2016).

The quality of education depends on the teachers professional skills as reflected in the performance of their duties. Overtime, students' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). It is not a gainsaying that both teaching and learning depend on teachers, as an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001). Considering governments' huge investment in education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon this, the researcher observed that lukewarm attitude of some teachers to work, has been attributed to poor academic performance of students.

Statement of the Problem

There have been series of reports about the character of teachers and the most worrisome above all is their poor teaching skill, professional misconduct and students' indiscipline. Specifically, most of the institutions in Lagos are bedeviled with the following problems: the stakeholders in education apportion blame on students' lackadaisical attitude towards their studies as a major cause of failure. While, teachers were also apportioned blame for habitual dereliction of duties in pursuance of external financial business purposes, lack of dedication to their jobs, lack of knowledge of subject matter, having carnal knowledge of their students, extortion of money from students with the mindset of increasing their academic record, poor attitude to control classroom

with superfluous students population and finally, lack of pedagogical skills toward academic performance of students. The above problems are major concern of the study.

Aim and Objectives of the Study

The purpose of this study is to:

1. Examine the influence of teachers' personality traits on students discipline in Lagos State.
2. Examine the influence of teachers' moral attitude on students discipline in Lagos state.
3. Determine whether teachers' classroom management have influence on students discipline in Lagos State.

Research Questions

The following research questions guided the study.

- i. Does teacher's personality traits have influence on students discipline in Lagos State?
- ii. Does teacher's moral attitude have influence on students discipline in Lagos State?
- iii. Does teacher's classroom management have influence on students' discipline in Lagos State?

Significance of the Study

The findings of this study will be useful to all stakeholders in education. With this, Policy makers, non-governmental organizations, parents, teachers, students and other stakeholders in education are more concerned with the employment of qualified and professional teachers in Lagos State. The findings of this study are expected to serve as basis for further study in this area of concern, broaden student's knowledge and improve the teaching skills of teachers in various subjects/ courses at tertiary institutions of Lagos state and Nigeria at large. Therefore, the researcher's findings will bridge the gap between academic performance of students in Lagos State and the quality needed for teacher's effectiveness in handling their subjects across the State.

Literature Review

Teachers Personality

For a teacher, personality trait will appear as a hidden curriculum, which affects how to teach and educate. This phenomenological research

aimed to interpret the characteristics of effective teachers' personality in strengthening character education.

Adeogun (2001) stated that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not be able to achieve the goal and objectives of the educational system.

Eggen and Kauchak (2001) posited that, positive teachers attitude are fundamental to effective teaching. They identified a number of teachers attitude that will facilitate a caring and supportive classroom environment. They are enthusiasm, caring, firmness, democratic practices to promote students responsibility and use of time for lesson effectively. Teachers establish efficient routines and interact freely with students and providing motivation for them. Ehindero and Ajibade (2000) asserted that students, who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers lacked the necessary professional qualifications. That is, skills, techniques, strategies required to communicate concepts, ideas, principles in a way that would facilitate effective learning. They believed that these deficiencies contribute significantly to the growing rate of failure and subsequent drop out of students in tertiary institutions. These observations by stakeholders necessitated the need to investigate the effects of teachers' professional traits such as professional qualification, teaching skill and techniques necessary for teaching and learning in tertiary schools on academic performance of students.

Teachers' personalities certainly have high expectations for student success. Previous research showed that teachers who have high expectations differ in influence from those who have low expectations of achievement. Teachers' personality continued to change throughout life due to genetic and environmental factors, including cultural context. Specific personality traits contributed to effective teaching. There was a significant relationship between teacher personality types. Intuition-sensing temperament types were the best predictors for teaching effectiveness. Students like intuition and thinking while learning and teachers like intuition, thinking, and feeling while teaching (Smith, 2019)

Teacher's Personality Traits

John and Strivastava (1999) mentioned the big five personality traits as; openness, conscientiousness, agreeableness, extraversion and neuroticism. He explained that of all the five traits, conscientiousness is

the strongest predictor for job performance, as it includes; competence, organized, dutifulness, achievement, striving, self-discipline and deliberation.

Being concerned that the role of teachers will be replaced by information technology and artificial intelligence in the era of industry 4.0, the Indonesian Ministry of Education and Culture launched a discourse on strengthening learning innovations by giving teachers the broadest possible role. This is indeed an interesting discourse because teachers are the spearhead in a large system of education that interacts with students. Teachers have a major role in building students personality and they are learning managers (Bamgbose, 2015).

Theoretical and research literature that discuss personality and learning have been done for almost a century. Among the results in this century was the findings of Stanton in 1974 that students tend to do better under the teaching method, the latter seeing themselves as more tense and anxious than students tending to perform better under the previous method. Next research by Murray and his colleagues in 1990 studied 29 personality traits of teachers in learning at university, among the results were specific personality traits that contributed to effective teaching that were significantly different for different types of courses (Kims, 2018). Such high demands for teacher roles have occurred perhaps since the emergence of the title of teacher, among which are expressed in the book "Teacher Self-Evaluation: Teachers in Their Own Mirror" published 1993 that teachers were asked to develop high-level thinking in students and help them develop independent learning. They were also responsible for the moral development of their students.

Other studies investigated the relationship between personality and teacher effectiveness. Findings showed a significant relationship between extroversion personality traits and teacher effectiveness. ($r=0.28$, $p<0.05$) and no significant relationship between teacher effectiveness and personality trait of openness to experience ($r=0.05$) (Mamman, 2015). Other studies reviewed 47 published studies and looked back to online teaching and learning since 2008, found motivated interaction between instructors and students, instructors who were well prepared and fully supported would stimulate ongoing discussion. This showed that because personality traits were more sedentary, they continuously influenced the flow of learning and then on learning achievement. Research results in 2017 showed that teachers who taught

empathically helped students to grow in facing various challenges at various levels (Smith, 2015).

Findings of teacher personality obtained in the context of current personality theory can serve as the best starting point for a more comprehensive theory of teacher personality psychology in educational psychology, especially when considered together with current knowledge of small social group management and aspects of learning and development theory. As such, the current review can serve as a basis for a separate field in school psychology that focuses on the psychological aspects of the pedagogical profession. Study conducted by Khan and his colleagues in 2016 revealed that there was no significant effect of the combination of both personality traits and learning styles on the prediction of academic achievement among school students. The same thing applied to differences in personality traits and learning styles between male and female students which is not significant too. Personality competence has an effect of 26% on learning achievement in economics, the use of multicultural-based short story appreciation, which is part of the personality of openness, is more effective than the use of textbooks to teach prose-fiction appreciation (Obanya, 2004).

The Relationship between Character Education and Teacher Personality

Based on the explanation, it can be seen that personality competence is a personal or personal ability of the teacher that reflects a mature, solid, dignified, stable and wise personality. This kind of character will certainly lead to modeling concepts for students. Teachers who are fond of personality will tend to be used as examples by students (Obanya, 2004). In religious teachings, it is identical to the concept of *uswatun hasanah* (a good role model), where the teacher who teaches must provide a good example in his faithful words and deeds. The teacher's personality competencies will certainly make students feel happy, comfortable and interested in the lessons that are delivered. In the end, the teacher's goal in providing subject matter will be more easily accepted and the results will be maximized. The relationship between teacher personality competence and character education will certainly be carried out well if the teacher also has good personality competence.

Concept Discipline

Discipline is derived from a Latin word "disciplina" which means management, education, practice, rule teaching, trained condition. Discipline is the practice of training people to obey rules or code of behaviour.

Raffini (1980) defined discipline as the process of maintaining order by assisting learners to discover the value, utility and necessity of obeying reasonable rules and procedures and to assume responsibility for their behaviour. In the broader sense, discipline implies not only external discipline but a personal or inner discipline prompted by spiritual acceptance of disciplined behaviour (Van Rensburg, Kilian AND Landman, 1994). It denotes restraint by means of positive guidance, by indicating the correct way and ensuring adherence to the correct way. According to Webster (1968:4) discipline denotes the development within individuals of the necessary personal controls to train themselves for adult life and develop their personality. Mabeba and Prinsloo (2000:34) concur and state that discipline may qualify as an integral part of effective educational effort in which the educators and parents help a child who is supported and guided towards a degree of self-actualization and a responsible, joyful adulthood.

According to Rich (1982:171) and Savage (1991:7) disciplined people have orderly habits, are able to observe the rules of conduct and can exert self-control in learning duties. They show relevant, intellectual, worthwhile standards. Burgan and Rubel (1980) posit that children should be instilled with concern for the rights of others, with respect for peace and order and with an understanding that law enforcement officers are friends, not enemies. Too many children today are not being taught these values at home, so educators should make an effort to reach them with the message at school and in classroom situations. To maintain good discipline, educators should know and understand the characteristics of discipline.

Teachers Personality Traits and Students Discipline

Generally, personality consists of various kinds of characteristics, beliefs, states of mind that distinguish one person from another. It is constant and structured collection of mental traits and mechanism of human beings which influence their communication with their physical, psychological and social environment. Binti (2014) defines personality as comprising opinions, morals, attitudes, character, skills, self-confidence,

intellect, inspiration, behaviours and so on. Mkpanang (2015) illustrated that personality refers to external and observable characteristics. Arbabisarjou, Sourki and Bonjar (2016) characterized personality as a compound and a set of fixed and stable qualities of an individual which distinguishes him from others. Kırkağaç and Öz (2017) depicts that personality encompasses beliefs, passion and conduct of an individual with mental and spiritual instruments.

Srinivasan and Xavier (2015) view that trait is a particular characteristic of behaviour which characterizes the individual to a huge extent about, and which is a fairly continuous time of period. Zargar (2013) explored that personality trait that is linked with intelligence, stable emotional behaviour, and attitudes that are mostly associated with successful teachers. Troncone, et al. (2014) identified extrovert people as more inclined to socialization, chattiness, dynamism, activity, and assertiveness. For instance, they communicate with others physical activities. Onyekuru and Ibegbunam (2015) said that personality traits are characterized as a whole of the ordinary and persevering methods for acting, thinking and feeling that makes a man moderately reliable in all circumstances.

Onyekuru and Ibegbunam (2015) stated that introversion in an individual is concern just with his own life and that is it. An introverted individual does not bother about others and is not involved in what is happening around. Such people share less experience with their personal company and in no way discover them during clubs, events, and conventional gatherings. They generally do not like to work with many friends and have a tendency to rely on few ones.

Ongore (2014) stated neuroticism incorporates characteristics like apprehension, ill humor, and gum-based paint mindset, nervousness, moodiness and tempera mentality. Onyekuru and Ibegbunam (2015) expressed that neuroticism is a condition in which people are inclined to opposing reflection like crime, jealousy, uneasiness, blame, and so forth. Such people are frequently in a condition of melancholy. They generally look at the negative sides of life. Musili (2015) stated that emotionally stable individuals show that they are peaceful, protected, stressfree, self-righteous and robust. According to Arbabisarjou, et al. (2015), emotional stability means the degree to which the people are warm and pleasing as against violent, unfriendly and unpleasant behaviours. Ghani, (2016) explained that kindness has positive critical indicators with working

connections. It is a feeling of being charitable, available, constant, attentive and warm.

Ongore (2014) stated that openness incorporates characteristics, like creative energy, interest, and innovativeness. Ma'amor, Yunus, Hashim, and Haque (2016) added that openness among people is liable to acknowledge change, learn and increase innovative experience that results in a constructive relationship with employment fulfillment. Individuals with solid openness quality are biased toward experimenting with new encounters and ready to acknowledge new difficulties and achieving better job performance. In the educational setting, a teacher is a person who helps students to inculcate knowledge, skills, and values. Inelmen (2011) stated that students' achievement can be measured by the effectiveness of a teacher's influence. Level of effectiveness depends on teachers' knowledge, teaching skills, experience, confidence, and positive attitude toward the well-organized classroom and intellectual capacity. Knowledge of the subject, personality, and self-confidence are the main factors affecting students' positive outcomes. According to Ozden and Eryilmaz (2011), positive attitude of tutors regarding student's performance and teachers' high-quality methods can improve student's performance. Awan (2011) stated that teacher is the mirror of an educational system. Teachers' mood and behavior influence the student's success. Slater (2013) states that teachers' personality has a direct influence on students' way of thinking, inspiration, attitudes and their academic achievement. Guner (2012) mentioned that achievements of students are influenced by teacher's behaviour. Eryilmaz's (2014) study determined that positive attitude of teachers regarding student performance, teacher's high-quality method, can improve student success.

Eyong, David, and Umoh (2014) cleared that the qualities of teacher's diligence are more reliably focused on student's academic performance, which is possibly related to deliberation, control, association and setting of the objectives that such alternatives usually show. Tutor's personality consists of various inner traits, which reflect his expression of morals, opinions, behavior, and attitude, (Hashim, et al, 2014). According to Mohammad (2015) teachers play an important role in education system. Teachers' personality has significant role in improving students' learning achievements in a broad spectrum of the teaching-learning process. It promotes friendly, satisfactory and encouraging learning environment for students.

Mkpanang (2015) recognized teachers as the most critical part of the learning process. The competent teacher surely influences the educational progress of his/her students in several manners. Demir (2016) viewed that competency incorporates the states of mind, knowledge and aptitudes and teacher must have these skills. Teachers' competency depends upon the points mentioned above. They also mentioned various common features of teachers' quality with respect to students' individual identities. Equality, social collaboration, appreciation of students, professional enthusiasm, motivation, positive state of mind and reflective connection are some of them.

Slater (2013) stated that teachers' personality has a direct influence on students' way of thinking, inspiration and attitudes that influence their academic achievements. As a person, every teacher has distinctive characteristics and consequently possesses a different personality. Mohammadi (2015) claimed that teachers' personality has a profound effect on learners' creativity and their learning triumph. Gao and Liu (2013) stated that personality apprentices of an active teacher improve the school outcomes and maximize student academic achievement. Professionally competent teachers often had pleasant outlook, dynamic and fun-making personality, and are usually among the list of popular teachers. Their students look forward to attending their classes and get inspiration from their lectures.

Mkpanang (2015) stated that emotional stability is a necessary element of competence of a teacher. He stressed that teachers must remain emotionally coherent in order to change students' understanding that leads to the question of the teacher's personality. Garcia (2010) showed that friendly relations with students and teachers often increase students' academic performance because the rapport between pupils and instructors makes valuable predictor motivate the students based on their academic performance. Yunus, Osman and Ishak (2011) described that optimistic teacher-student relations increase motivational level and also improve their academic achievement. They achieve outstanding grades in those subjects when taught by their beloved teachers. It means the close association with teacher helps and motivates students in their learning. According to Blazar and Kraft (2017), teachers enhance grades and deliver useful environment that donates pupils' communal and expressive growth, and school behaviour.

Akinyemi, Shittu, Faduyile and Orunbon (2017) discovered that a significant relationship exists between teachers' knowledge of the

subject matter and students' academic performance in Lagos State public senior secondary schools.

Conclusions

It is indispensable to note that the heart of Nigerian educational system was the teacher and those teachers were the major predictors and determinants of students' discipline and academic performance. Obanyan (2004) posits that teachers are considered instrumental to translating content standards into teachable classroom lessons, the teachers remain a constant factor in the successful implementation of any educational programme. In conclusion, the researcher opined that disciplined professional teachers and thoroughbred classroom managers with educational qualification played pivotal role in students' discipline. From the study, it was concluded that employing unqualified teachers in the school system can affect students discipline hence, academic performance of student.

Recommendations

The researcher suggested the following recommendations:

1. Teacher education certification status should be reviewed to meet up with global educational standards at various levels of the educational process.
2. Government should create more opportunities for creative teachers through technological innovation, organizing seminars, workshops and periodic training.
3. Government should employ more qualified teachers that have registered with Teachers Registration Council of Nigeria (TRCN) to teach the core subjects in public senior secondary schools and tertiary institutions and transfer unprofessional teachers to other ministries of their status.
4. Lagos State government should not relent on their efforts to constantly organise seminars and encourage teachers to be organised, thorough, dutiful and be self-disciplined in the discharge of their duties.

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