

**AN ANALYSIS OF DESIRABLE TEACHERS ATTRIBUTES AS PERCEIVED
BY PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE**

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DECLARATION

I Moemeka Rose Obiageli declare that this dissertation was written by me, MOEMEKA, Rose Obiageli in the Department of Educational Administration and Policy Studies, Delta State University Abraka.

MOEMEKA, Rose Obiageli

Date

APPROVAL PAGE

This thesis has been approved for the Department educational administration, Faculty of Education, Delta state University, Abraka. We the undersigned, certify that the dissertation is adequate in scope and quality.

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DEDICATION

This dissertation is dedicated to my dear husband Pastor Moemeka A. P.

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ABSTRACT

This study was conducted to analyses desirable teachers attributes as perceived by principals in public secondary schools in Delta State. Seven research questions were raised and four hypotheses were formulated. The research design adopted for this study was the survey research design. The population of the study was made up of 372 public secondary school principals in Delta State. Out of this population, a sample of 185 was selected using stratified random sampling technique. The instrument used for data collection for the study was a self-designed questionnaire titled “Desirable Teachers Attribute Questionnaire” (DTAQ). The study employed percentage and mean scores to answer the research questions while t-test was used to test the hypotheses formulated at 0.05 level of significant. Findings revealed that profile of desirable teachers attributes as perceived by principals of public secondary schools in Delta State include; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment/hard work, high enthusiasm for teaching, challenges students to think, humility, transparency, high situation cognition. It was also revealed that level of desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students, professionalism, interpersonal and facilitation skills, planning and evaluation of lessons and monitoring of learning consistency and ability to bring positive change in students. The researcher recommended that teachers should intellectually be dispose towards discharging their assigned duties in other to make positive input in students’ performance. Teachers should make punctuality to their duty post a priority, because it creates in the student a sense of discipline.

TABLE OF CONTENTS

Page

COVER PAGE

TITLE PAGE	i
DECLARATION	ii
APPROVAL PAGE	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENT	viii

CHAPTER ONE: INTRODUCTION

Background to the Study	1
Statement of the Problem	7
Research Questions	8
Hypotheses	8
Purpose of the Study	9
Significance of the Study	10
Scope and Delimitation of the Study	10
Operational Definition of terms	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework	12
Global view of Teachers' Attributes	17
Teacher's Professional Standard	29
Personal Characteristics of Effective and Excellent teachers	32
Relevance of Experience and Career Aspiration	52
Career Dimension and Desirable teachers Attributes	55

Appraisal of Reviewed of Related Literature	57
CHAPTER THREE: REARCH METHOD AND PROCEDURE	
Research Design	59
The Population of the Study	59
Sample and Sampling Technique	61
Research Instrument	61
Validity of the Instrument	62
Reliability of the Instrument	62
Administration of Instrument	62
Method of Data Analysis	63
CHAPTER FOUR: PRESENTATION OF RESULT AND DISCUSSION	
Presentation of Result and Analysis	64
Discussion	79
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
Summary	83
Findings	83
Conclusion	85
Recommendation	86
Contribution to Knowledge	86
Suggestion for Further Study	88
REFERENCES	93
APPENDIX	

CHAPTER ONE

INTRODUCTION

Background to the Study

Education naturally is a universal tool for enhancing man's cognitive, affective and psycho motive domains with the aim of developing the human and natural resources at its disposal for the growth and development of self as well as the environment. Education is an instrument per excellence for effective natural development. It Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparity (UNICEF 2000). Education whether formal or informal is the greatest investment that a nation can contribute for quick development of its economic, political, sociological and human resources. Iman, (2009) opined that education is a lifelong process for the total development of an individual be it spiritual, mental, physical, intellectual, social, emotional or moral so that the individual may fit in well into the society in which he finds himself.

In Nigeria, informal education is as old as the country, while the formal education was introduced by British colonial master through the efforts of Christian missionaries in 1842. The Christian missionaries established a primary

school at Badagry known as the school for the infant nursery in 1842. According to Aghenta, (2002) at the end of 19th century much of the Southern Nigerians had gotten many primary and secondary schools, while a good start was equally made in the north. On the 27th of August, 1991, Delta State was created out of the defunct Bendel State by General Ibrahim Babaginda military administration. Today, the federal ministry of education has declared Delta State as one of the educationally advantaged State. This declaration was borne out of the high enrolment and performance of students of Delta State origin in the West African School Certificate Examination yearly, also that of National Examination Council (NECO) and Joint Admission and Matriculation Exam Board (JAMB).

The state has over 602 public secondary schools in the current 2010/2011 school academic session, evenly spread across the three senatorial district (Central, North and South) with the State Ministry of Education in Asaba which is higher than the number of both private and public secondary schools in some three or more States combined from the northern state of the country. The secondary schools in Delta State cannot be said to be good without motivated, efficient and disciplined teachers with desirable attributes that promote higher productivity. These attributes perceived by school principals were made to be used to oversee the affairs and supervise teachers. It is also traceable to the origin of instructional supervision in Nigeria where principals were made to oversee the affairs and supervise teachers. It is also traceable to the missionaries after the establishment of formal education in 1984 with the intention of propagating Christianity.

According to Ogunsaju (2003), the first education ordinance was passed with the hope of introducing control into the educational efforts in British West African territory. Supervision of instruction in Nigeria and other parts of the world has passed through four periods of development. The second stage of this period was the period of professionals where principals – head of teachers were assigned the duties of supervising the teachers’ qualities and their teaching. Based on this ordinance, with the aim of introducing control into the educational efforts in British West African territory, the missionaries had laid down qualities and attributes of teachers in order to help principals supervise and ascertain these qualities that are expected of teachers. The teachers translate policies and educational programs into practice. This inherently means that the teacher is responsible for the transmission of desirable knowledge, skills and attributes for all round development of individuals and society. The teacher is the key that unlocks the door of education which leads to global development. According to Akinpelu (2005) the pivotal element in the success or failure of any and every innovation in education is the teacher.

Fafunwa (2006) also suggested some qualities a teacher must possess in order for the teacher to be referred to as effective. Some of these qualities are: treating students with some respect and caring for them, Providing and explaining the relevance of piece of information that students are to learn, varying the instructional mode, sometimes the teacher’s voice is high and at another it is low, at one time the teacher is giving a talk and at another the students are engaged in carrying out some activities. Teachers are supposed to

possess the ability of creating a conducive environment for students' learning and communicate in a way that is understandable to the students

Based on a 1996 Information Sharing and Analysis Center (ISACS) poll of school heads and teachers (ISACS representatives, 2004), the following profile has been developed to indicate the consensus appraisal of the positive attributes and the need of independent school teachers at varying stage of their careers. ISACS uses the profile in its New Teachers Institute. Schools developing evaluation systems and compensation strategies would be advised to do so in the context of the differing assets and need that teachers tend to bring to the table at differing stages of their careers. These stages are stated below: New teachers between 0 – 5 years of working experience, age (20 – 29) should possess these attributes; enthusiasm, creativity, energy, knowledge of current thinking, idealism, openness and optimism.

The second stage is the mid-career stage where teachers have 6 – 20 years of working experience; age (30 – 39). These teachers should possess the under-listed attributes; experience, expertise and confidence which serves as a bridge between old and new, continuity, loyalty, stability and role-modelling, ability to take on new assignments. The final stage is the Veteran Teachers stage where teachers have 27 years and above working experience, age (40 – 69 and above). This group of teachers should exhibit the following attributes; wisdom (about kids, families, school), stability (psychological, personal) sense of tradition, (history of school) mentoring, link to outside community.

According to Garuba (2006), no educational system can rise above the level of its teachers. For the educational standard to be maintained, teachers must be seasoned professionals who are able to face challenges of creativity and desirable attributes that enhance the transmission of the right values, skills and attitudes to her citizenry. Adewoile (2006) describes teaching as a complex act of guiding the learner through a variety of selected learning experiences to bring about worthwhile desirable changes in behaviour. On the school practices, an author identified a set of six separate sub roles as listed below; a disciplinarian, a mediator of learning, a parent substitute, a judge, a confidant and a surrogate of middle class morality. The secret of success of other professions are the strict applications of these tenets and the teaching profession is not an exception if it wishes to be counted among the noble and respectable professions (Ciwar, 2007).

Green (2004) described the ideal teacher as one who affects the entirety of the learner in the sense that one can never tell where the influence lays. Five attributes of an ideal teacher according to Green (2004) are professionalism, personality, sociability, leadership and classroom interaction. A quality teacher is viewed as one who has acquired some knowledge, skill, attitudes and ideas in order to create or influence desirable changes in the behaviour of the learners. The teacher is the key-man in the entire education programme and the quality of the training the teacher imbibes could make or mar the entire result of the teacher's job.

Key attributes of a good teacher is a statement of excellence. It entails the key characteristics expected of the best teacher in any educational system. Teacher preparation is the major determinant of the extents to which the characteristics of a good teacher are evident in new teachers. Basset (2007) defined professionalism as an attitude of mind that causes a teacher to strive, on the basis of an agreed code of behaviour, for excellence in the performance of his or her teaching duties such as professional ethics. According to him, content of the subject matter, attitude and values, learning processes and skills are things that are transmitted explicitly and implicitly. Practice of teaching is what a teacher does and how it is done.

The secondary education programme occupies an important place in the Nigerian education system. It serves as link between the primary and tertiary levels. At the head of every secondary school in Nigeria is the principal who is regarded as the chief executive officer and responsible for all the happenings in the school . The principal assigns duties to those who could perform the duties, although he still remains the accounting officer. Obeameata (2004) sees the principal as a manager, administrator, an exemplary leader, counsellor, a public officer, a nurse and even a messenger. In specific terms, Arikewuyo (2007) views the functions of the principal as follow: providing leadership for curriculum development, providing leadership for instructional improvement, creating an environment conducive for the realization of human potentials, influencing the behaviour of staff member and supervising instructional activities in the school system.

As the teachers and principals are the main actors in the realization of educational goals and objectives at the secondary school level and because the principals are the chief accounting officers of secondary schools coupled with the fact that these principals (administrators) could be males or females, the identification of the attributes of a good teacher as perceived by the male and female principals in secondary schools in Delta State is necessary as a way of finding out what constitutes desirable attributes from the perspective of both gender. The reason for this is that the male and female administrators may view desirable attributes of a good teacher from different angles depending on what they expect as desirable outcome of teachers.

Statement of the Problem

Quality teachers in the present society hold the key for translating educational policies into reality. In spite of this clear role of professional teachers, their attributes and productivity have generated concern in many quarters and specifically in the professional terrain. The consistent poor performance of students in public secondary schools especially in Delta State is most disturbing. High failure rate is recorded yearly in Senior Secondary School Examination (SSCE), and the Junior Secondary School Certificate Examinations (JSSCE). Many factors could be responsible for such failures. However, the attainment of educational objectives in schools requires quality teachers, that will help interpret and translate the educational policies into reality.

When teachers are effective, students learn better. Darling Hammond (2001) found strong correlations between teacher attribute and student

performance in reading mathematics. Despite these correlations and a general agreement about the importance of high quality teachers, there is little or no agreement about the definition of such a teacher among principals and parents. Generally, people have complained about the teacher's attitude to work, performance, skill, knowledge and products which tends to attract a lot of general criticism about them. It is on these premises that this research empirically examines desirable teachers' attributes as perceived by principals in Delta State. Arising from the above statement of problem, the following research questions are raised.

Research Questions

1. What is the profile of desirable teachers attributes as perceived by principals of public secondary schools in Delta State?
2. What level of these desirable attributes is found among secondary school teachers in Delta State?
3. Is there any difference between male and female teachers in the level of desirable attributes they possess?
4. Is there any difference between urban and rural teachers in the possession of desirable attributes?
5. Is there any difference between experienced and less experienced teachers in the level of desirable attributes they possess?
6. Is there any difference between old and young teachers in the level of desirable attributes found in them?

7. What measures can be put in place to ensure that desirable attributes are generally found among secondary school teachers in Delta State?

Hypotheses

1. There is no significant difference between male and female teachers in the level of desirable attributes present in them.
2. There is no significant difference between urban and rural teachers on the level of desirable attributes present in them.
3. There is no significant difference between experienced and less experienced teachers on the level of desirable attributes present in them
4. There is no significant difference between old and young teachers on the level of desirable attributes present in them.

Purpose of the Study

The purpose of this study was to find out the Desirable Teachers' Attributes as perceived by principals in Delta State with emphasis on the following:

1. To determine the profile of the desirable teachers' attributes as perceived by principals in Delta State.
2. To determine the level these desirable teachers' attributes are present among teachers in secondary school.
3. To ascertain if there are variations in the desirable attitude between male and female teachers in Delta State secondary schools.

4. To determine whether any difference exist between urban and rural teachers in the presence of desirable attributes among teachers as perceived by principals.
5. To determine whether any difference exist between experienced and less experienced teachers in the presence of the desirable attributes among secondary school teachers.
6. To determine if there are variations or differences between young and old teachers in the presence of desirable attributes among teachers as perceived by principals in Delta State.
7. To determine if there are measures that can be put in place to ensure desirable attributes as generally found among secondary school teachers in Delta State.

Significance of the Study

This study will be of great benefit to school principals, teachers and other researchers who wish to carryout similar study.

To school principals, this study will help them identify the desirable attributes that teachers possess and use the measures to help teachers develop positive desirable attributes within the school.

This study will help teachers understand the desirable attributes they possess and work hard to improve in these desirable attributes positively. This will help the teacher impact knowledge to the study thus achieving the stated goals and objectives of education.

To others who wish to carry out similar study, this study will help them understand the scope this study has covered and works hard to increase the scope of their study. This study will help understand the state of desirable teachers attributes as perceived by principals in public secondary schools in Delta State.

Scope and Delimitation of the Study

The study of this study was analysis of desirable teachers attributes as perceived by principals in public secondary schools in Delta State. The study identified profiles of desirable attributes among teachers as well as the level of these desirable attribute among teachers. The study was delimited to Delta State public secondary schools.

Operational Definition of Terms

The following terms are operationally defined as used in the study

Desirable Teachers Attributes: this refers to those personality traits that teachers possess. E.g. honesty, humility, transparency, high situation cognition, high respect for students, passion for teaching and learning, enhancing surface and deep learning, energy, optimism, confidence, loyalty and stability.

Teachers- one who impacts knowledge and causes something to be known (Merriam- Webster, (1998).

Urban- relating to; characteristics of; or constituting or connected with a town or city (Hornby, 2000).

Rural- connected to or relating to the country side (Hornby, 2000).

Experience- refers to observation of or participation in events resulting in or tending towards knowledge (Merriam- Webster, 1998). Experience means knowledge and skill that you have gained through doing something for a period of time (Hornby, 2000).

Less Experienced- is lower rank, degree or importance of knowledge or skill (Hornby, 2000).

Young- Being in the first or an early stage of life, growth or development, including having little experience (Merriam- Webster, 1998).

Old- Of long standing in a particular thing (Hornby, 2000)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review has been organised following the under listed headings and sub-headings.

- ✚ Theoretical Framework.
- ✚ Global view of Desirable Teachers' Attributes.
- ✚ Teacher's professional standard; a Determinant of Teachers' Desirable Attributes
- ✚ Personal characteristics of effective and excellent teachers as desirable attributes.
- ✚ Relevance of Experience and Career Aspiration to Teachers Effectiveness.
- ✚ Career Dimension and Desirable Teachers Attributes.

Theoretical Framework

In this research a theory was used to model desirable teacher's attributes to effective teaching. A theory of Attribution and its Relationship to Teacher's Desirable Attribute is concerned with how the social perceiver uses information to arrive at casual explanation for events; it examines what information is gathered and how it is combined to form a casual judgement. Attribution is that in which individuals are motivated to discover the underlying causes of behaviour as part of the effect to make sense out of the behaviour. In other words, it seeks to explain how we decide on the bases of samples of an individual's behaviour, the specific causes of that person's behaviour. In attributions, there are "Actors" and there are "Observers". An individual can both be an observer, where he watches others in their behaviour and assign causes to their action, and also an actor where other persons watch him behave and equally assign causes to his action. Attribution process assigns causes to our behaviours, knowing if these causes are due to internal factors or external factors. Internal causes are related to our personality traits, while external causes are seen as environmental.

The attribution theory that is suitable for this study is the Jones and Davis correspondence inference theory (CIT) propounded by Jones, and Davis, (2005), which was used to depict desirable teacher's attributes as perceived by principals as characteristics for effective teaching.

Jones and Davis Correspondence Inference Theory (CIT).

This theory provides a theoretical framework for explaining that the effective attribution one makes must correspond with the intention of the behaviour in a dispositional manner of the actor and not the situational manner. Jones and Davis (2005) states that people pay more attention to intentional behaviour as opposed to accidental or unthinking behaviour.

Jones and Davis' theory helps us understand the process of making an internal attribution. They say that we tend to do this when we see a correspondence between motive and behaviour. Dispositional (i.e. internal) attributions provide us with information from which we can make predictions about a person's future behaviour. The correspondent inference theory describes the conditions under which we make dispositional attributes to behaviour we perceive as intentional. Davis used the term correspondent inference to refer to an occasion when an observer infers that a person's behaviour matches or corresponds with their personality.

Jones and Davis (2005) state that the following characteristics of information produce correspondent inference:

1. **Choice:** If behaviour is freely chosen it is believed to be due to internal (dispositional) factors.
2. **Accidental vs. Intentional Behaviour:** Behaviour that is intentional is likely to be attributed to the person's personality, and behaviour which is accidental is likely to be attributed to situation / external causes.

3. **Social Desirability:** Behaviours low in sociably desirability (none conforming) led us to make (internal) dispositional inferences more than socially undesirable behaviours. This behaviour has low social desirability (none conforming) and is likely to correspond with the personality of the individual.
4. **Hedonistic Relevance:** If the other person's behaviour appears to be directly intended to benefit or harm us.
5. **Personalism:** If the other person's behaviour appears to be intended to have an impact on us, we assume that it is "personal", and not just a by-product of the situation we are both in.

The behaviour should be made to occur by the actor, with no external influence or instructions to do so. This will enable one to make a corresponding influence, ways of making corresponding inferences according to this theory are:

1. Concentrating on the social desirability of the behaviour. Once there is a deviation from what is desired, this behaviour catches our attention and hastens our impression formation because of the distinctiveness of the behaviour. Therefore, we are likely not going to engage in undesirable behaviour that will put us in bad standing with others. We can infer our behaviour based on the desirability of the behaviour being observed.
2. We can also look at "actor's choice" whether the choice or behaviour was influenced by situational or dispositional factors.

3. The use of Roles: These are well defined roles that people tend to conform to; if done well, their underlying dispositions may not be evident, but if these roles are broken and the actor deviates, it is most likely the actor disposition will be revealed and inferences about his behaviour will be made.
4. Prior Expectation: Past experiences with the actor can also help us to decide if present behaviour is in line with other behaviour of the actors. Access to information on past and present disposition, will help us decide if present information will become less important or more important, depending on whether it is similar or different from past behaviours.

Relevance of the Theory to the Study

The outlined characteristics and corresponding inferences of this theory in relation to this study portrays that principals can predict whether desirable teachers attributes displayed by individual teachers are a choice of behaviour that are natural, voluntary or freely chosen, that is (dispositional, internal or intentional) based on the personality of the teacher or whether desirable teachers attribute displayed by the teacher is accidental which could be as a result of situations or external causes. Hence principals are able to make better corresponding inferences from internal or intentional behaviour than from situational or external causes. This is because internal or intentional desirable teacher's attributes which are based on an individual's personality are considered more stable and effective. So the principal is able to make sense of

the school environment and have cognitive control to ensure effective performance by the teachers.

The relevance of this theory to the study suggests that principals are able to achieve cognitive control over the school environment as well as the teachers by explaining and understanding the causes behind teacher's personality behaviour, and ensure that teachers display desirable attributes. Attribution made by principals gives order and predictability and help them to cope in their leadership role. This in turn motivates the teachers who are aware that they are being observed to display social desirable attributes that will impact him or her as well as satisfy the principal interest.

Global View of Desirable Teachers' Attributes, School Location and Views of Principals on Desirable Teachers Attributes

Attributes as described by the B.B.C. English Dictionary is a quality or feature possessed by somebody. Attribution has a theory that states that individuals are motivated and to discover the lying causes of behaviour as part of the effort to make sense out of the behaviour. This means attributions are thoughts about why people behave the way they do. This tends to evaluate strongly peoples' behaviour both on the basis of what they do and why people think they do it.

During the 1980s and into the 1990s teacher and teacher educators in Australia were encouraged to understand and articulate what teachers do, influenced by a completely based agenda. Professional standards for teaching provide architecture within which generic specialist and subject-area specialist

can be developed at national, state and territory levels. It provides an organizing structure which establishes, at a national level, the agreed foundational elements and dimensions of effective teaching.

Professional standards for teaching describe the skills, knowledge and values for effective teaching. They capture key elements of teachers' work reflecting their growing expertise and professional aspirations and achievements. Standards make explicit the intuitive understandings and knowledge that characterizes good teaching practice and enable this to be widely shared within the profession.

Quality is the degree of excellence inherent in everything natural or produced by School is regarded as crucial in the academic upbringing of a child. The role of teachers as the facilitators of educational programmes can not be over emphasized. Their contributions to students' achievements are enormous. The teacher has always been someone who instructs others to provide activities, materials that facilitate learning in either formal or informal situations (Olaoye, 2005). In fact, studies have shown that teachers' quality is the important educational input in prediction of students' achievement, rather than by the individual qualifications. Because teachers serve as role models in the classroom, teacher quality has historically been synonymous with personal traits such as high moral character and intellectual curiosity. The quality teacher possesses are a variable which have been christened as teacher characteristics in many studies.

In USA, new standard for students' learning have been introduced across the states. Greater attention has not been given to the role that teachers' quality plays in students' achievement (National Commission on Teaching and America's Future 2006).

A strong and effective school education system is integral to individual success, social cohesion, progress and national prosperity. It is clear that teachers have to be more and more successful with a wide range of learners in order to prepare future citizens with the sophisticated skills needed to participate in a knowledge based society. The sort of pedagogy needed to help students develop the ability to think critically, create, solve complex problems and master complex subject matters is much more demanding than needed to impart and develop routine skills. Thus, teachers have to be both knowledgeable in their content areas and extremely skilful in a wide range of teaching approaches to cater for the diverse learning needs of every student. Internationally, a growing body of research confirm teacher quality as one of the most important school factors influencing students' achievement.

Based on reviews of studies of students' achievement in the United States, a some authors of revealed that that teachers have high level of attributes when they possess patience, exemplary and genuine interest in the welfare of students, professionalism as well as qualifications based on measures of knowledge and expertise, education and experience account for a larger share of the variance in students' achievement. A strong and effective school education system is integral to individual success, social cohesion, progress, and national prosperity.

Thus, quality teaching is at the centre of schooling systems and school effectiveness, and recognition of the critical relationship between teachers and learners highlights the need to better define and communicate what constitutes good teaching (National Reference Group for Teacher Standards). Quality and professionalism is what constitutes quality teaching and it is a necessary aspect of any strategic and long-term approach to ensuring the provision of quality teachers and also ensuring a shared commitment across teacher employers, the community and all levels of government on how best to develop and support teacher quality.

Moreover, it is increasingly agreed that identifying and publicly recognising what it is that effective teachers know, do and value is an important step in enhancing the public profile and standing of the profession. Therefore, deciding how to capture what it is that effective teachers know, do and value, is central to the development of any national framework for standards for teaching.

Cambridge International Examination (C.I.E) uses teacher's attributes to refer to five highly desirable habits represent a combination of value, attitudes, motivation, empathy, knowledge and skills. These attributes are based on self-awareness and an understanding of the processes of teaching, not just the outcome. The precise nature of school engagement with the attributes will depend on school context and culture. C.I.E places emphasises on the following attributes for teachers-

Confidence: in teaching their subject and engaging each student in proper learning. Teachers should know how to teach it. They seek to understand their

students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.

Responsible: for themselves, responsive to and respectful of others. Teachers should be highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generation and they are concerned about the holistic development of every individual they teach.

Reflective: as learners themselves, developing their practice. Teachers should be learners themselves, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice, involving research, evaluation and adaptation. They support student to become independent and reflective learners.

Innovative: and equipped for new and future challenges teachers should be creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative, and flexible. They are always ready to learn and apply new skills.

Engaged: intellectually, professionally and socially, ready to make a difference. Teachers should be passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.

In a recent cross-cultural study, we found that effective teachers in America and China possess six common categories of attributes: teacher knowledge, professional attitude, classroom performance, rapport establishing,

student motivating, and personality. As far as the category of personality is concerned, it was suggested that cross-cultural difference exists between American and Chinese participants, with American pre service teachers showing significantly less concern with teacher personality compared to their Chinese counterparts. Since personality, like other categories in the study, is a composite variable composed of various personality traits, we were wondering and thus determined to look closely into whether the cross-cultural difference still holds true with individual, componential personality traits.

Some articles documented this cross-cultural investigation of personality traits of effective teachers as represented in the narratives of American and Chinese pre service teachers. Personality traits of effective teachers have been an important area of investigation. A personality trait is a relatively stable characteristic that causes individuals to behave in certain ways. The word “effective” stems from the Latin word *effectivus* which means creative or productive. Effective teachers, in the sense of being able to produce a desired result, can be thought of as those who are able to engage students in the learning process and maximize student academic achievement and other school outcomes. Since the 1920s, educational researchers worldwide have explored personality traits that make a teacher effective in the classroom.

During the last several decades, more than 1000 articles have been published that concentrate upon some aspect of teacher personality. Some researchers have suggested that the personality traits of a teacher are important but have not been seen to invalidate or bias student ratings. However, measures

such as; only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often can be taken to ensure positive attributes. They argue that if personality traits affect student ratings, it may be caused more by what instructors do in their teaching than who they are as a person. Other researchers have reported that personality traits have significant effects on teacher effectiveness. Effective teachers demonstrate a common wealth of personality traits, such as adaptability, agreeableness, caring, collegiality, enthusiasm, fairness, friendliness, good humor, high expectations, honesty, patience, respectfulness, and responsibility, to name a few. The researchers believe that these and other personality traits, when used appropriately, become catalysts for optimal student learning, and thus are indispensable to teacher's classroom operation and teacher-student interaction. Teachers' personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies, and classroom management techniques but their interaction with students as well.

A number of literatures reveal that some personality traits have significant effects on teachers' classroom operation or performance. Adaptability is one of them. An adaptation is an instructional interaction where teachers adjust their instruction in response to student needs, and adaptations promote student engagement, processing, and critical thinking (Darling-Hammond, 2005). Because classrooms are dynamic, adaptations are sometimes more desirable than a well-written lesson plan. Teachers develop adaptability through experience

and awareness, and experienced teachers are more likely to demonstrate adaptability compared to beginners. Effective teachers are able to improvise with ease, capitalizing on a teachable moment or accommodating a schedule change. Effective teachers are adaptable in providing variety in their teaching activities, aiming to match their manipulation of the teaching and learning environment to the needs of the learner. High expectation for student success is a common descriptor of effective teachers. Teachers who have high expectations for student success are able to challenge students to achieve and are often cited as effective teachers. Teachers' expectations can positively influence both the quantity and quality of a student's learning experience. Effective teachers usually are remembered as "[holding] high expectations, [pushing] students to achieve", and consistently challenging them to do their best (Green, 2004). Humor is a top personality trait that contributes to teacher effectiveness; Humor plays a significant role in conveying course content, particularly abstract, challenging content. It enhances student pleasure in learning and reducing anxiety and establishes a classroom climate conducive to optimal student learning. In addition, the use of humor facilitates attention and motivation. However, the literature reported gender difference, although controversial, with regard to the use of humor and observed that male instructors who frequently used humor were rated as better teachers compared to those who did not use humor, whereas female instructors who frequently used humor were rated as less effective compared to those who did not use humor. By contrast, in some studies, authors did not find the significant difference between male and female

teachers in the use of sense of humor. Effective teachers demonstrate professional responsibility. Teachers who come to class well prepared, are readily accessible outside of class and are dedicated to and accountable for student academic performance. They provide fair assessment, conduct ongoing reflection on their experiences, and are active members of learning communities, interested in continuing their own professional development. Effective teachers show enthusiasm or intensity; there also exists a relationship between the intensity (or enthusiasm) component of personality and effective teaching; a teacher who demonstrates enthusiasm is more likely to motivate students.

Moreover, it is replete with evidence of the effects of teacher personality on teacher-student interaction. Recently, the notion of “rapport” has been used to explain the nature of effective teacher-student interaction. Establishing effective rapport enables students to operate at levels of cognitive and affective functioning that are higher compared to those they could otherwise achieve. Effective rapport requires that teachers be friendly, respectful, connected with students, and trust worthy. A few personality traits are reported to facilitate the establishment of rapport between teacher and student. Agreeableness, in the sense of getting along with others in pleasant, satisfying relationships, characterizes effective teachers. Teachers high in agreeableness tend to be compassionate, altruistic, cooperative, compliant, modest, forgiving, and trusting. According to some authors, students tended to rate highly the personality trait of agreeableness. Of the Big Five personality characteristics (namely, extraversion, agreeableness, conscientiousness, openness, and

neuroticism), agreeableness was the only factor that significantly correlated with student ratings of instructional quality.

In Basset (2007) also reported that behaviors related to the Big Five personality traits were the key to success, and agreeableness was associated with great teaching. Caring is another major personality trait of effective teachers. Caring is a special kind of relationship between the carer and the one cared for (Noddings, 2004), and it is a type of moral reasoning whereby decisions are made in response to the contemporary situation based on empathetic understanding of other people's needs. In the educational setting, this trait makes the distinction between discipline, which is done for the benefit of the students, and control, which exhibits an uncaring teacher attitude. Caring teachers not only believe that all students can learn but also communicate this belief to students. They demonstrate "an authentic interest in their students as people and not just as members of their class"; students sense that they mean more to the teacher than the grade they earn or the behaviours they demonstrate, and "students feel a connectedness with the teacher that transcends the classroom and the material to be learned" (Bond et al, 2000). A caring teacher is attentive and receptive to the needs and feelings of students and "[demonstrates] that she can establish, more or less regularly, relations of care in a wide variety of situations" (Noddings, 2001). A caring teacher practices pedagogical nurturing and creates caring environments in which students are nurtured to care for their learning and for one another. The list above certainly does not exhaust personality traits that affect teacher effectiveness. Nonetheless, important

questions remain unanswered: Are personality traits of effective teachers universal or culturally specific? To what extent would personality traits that contribute to teacher effectiveness in one culture still hold true in another culture? The answers to these questions rely on cross-cultural studies.

While the existing studies have been conducted by researchers across the globe, only few have been done from a comparative perspective. In one of them, Luo and Najja (2009) first explored Chinese perceptions of effective teacher personality traits in urban and rural areas, and then went on to check whether these traits were consistent with those that other researchers had reported of effective teachers in America. The researchers discovered that high consistency exists between Chinese and American perceptions of effective teacher personalities traits in urban and rural areas.

However, we believe that consistency is no equivalent of homogeneity and commonality. Differences exist between American culture and Chinese culture. The United States generally is considered an individualistic, low-context society, at the core of which is the belief in the freedom of the individual. Within this society, individual rights supersede “blind duty” to one’s family, clan, ethnic group, or nation, and it is individual, personal guilt that serves as “a moral compass”. In contrast, China generally is considered a collectivistic, or interdependent, high-context society. Quite often, this high-context society is characteristically a hierarchical and traditional culture, in which group honor and interpersonal harmony are of utmost importance. In an interdependent society, the concepts of shame and honor are much more important than they are

in low-context, individualized societies; being humiliated or losing face before the group can be a fate worse than death in some cases. Both American culture and Chinese culture may emphasize the importance of certain personality traits for teacher effectiveness; however, their emphases may differ in magnitude and in different personality trait.

Actually, many differences exist in American and Chinese teachers' classroom operation and teacher-student interaction. American classrooms, for instance, incorporate multiple instructional models, valuing primarily student-centred instruction. American teachers and students are equal participants in teaching-learning processes, and students are encouraged to be critical thinkers and to question the authority of teachers. In contrast, in Chinese classrooms, teacher-centered instruction is dominant, and lecture is the major form of content delivery. Chinese teacher-student interaction is hierarchical, with teachers overseeing the students; Chinese students seldom question their teachers'. Apparently, the previous literature has not accounted for these differences fully. It is necessary to explore this area further to deepen our understanding of the cross-cultural intricacies in personality traits of effective teachers.

A discrepancy exists between ideal and actual effective teachers. A narrative approach would produce a true picture of actual—rather than ideal—effective teachers. Narrative ascribes a meaningful and coherent order to discrete activities and events in the classroom and exists in the recollection of life events and other forms of communication between teacher and students. Narrative

research involves representation of the multiple constructions of events. A narrative approach provides a lens to understand the “subjective mapping of experience, the working out of a culture, and a social system”. Some studies focused on the lived experiences of pre- service teachers. Before entering teacher education programs, pre-service teachers have acquired a set of beliefs about teaching based on their own schooling experiences (Okpala, 2002). This situation challenges educators who are striving to improve the training of prospective teachers. This challenge occurs because, in human learning, it is more difficult to unlearn existing beliefs than it is to learn new beliefs. Novice teachers may teach the way they were taught rather than using strategies and skills learned in teacher education programs. To assess what preservice teachers need to learn, it is important to understand their pre-existing knowledge and beliefs.

Teacher’s professional standard: a Determinant of Teacher’s Desirable Attributes

The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools’ (TDA), review of the occupational Standards for teaching classroom assistants, the Professional Standards for higher level teaching assistant in consultation with social partners and other key stakeholders.

The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standard for

- i. The award of Qualified Teachers Status (QTS) (S)
- ii. Teachers on the main scale
- iii. Teachers on the upper pay scale (post Threshold) Threshold Teachers (P)
- iv. Excellent Teachers (E)
- v. Advanced Skill Teachers (ASTS)(A)

Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused and do not replace the professional duties contained in the School Teachers' pay and conditions as well as document which set out the roles and responsibilities of teachers.

The framework of standards below is arranged in three interrelated section covering:

- A. Professional attributes.
- B. Professional knowledge and understanding.
- C. Professional skills.

The standards provide the framework for a teacher career and clarify what progression looks like. To access each career stage a teacher will need to demonstrate that he or she has met the relevant standards. The process for this varies depending on the standard concerned. Teachers Seeking Excellent

Teachers or AST status need to apply and be assessed. Teachers seeking to cross the threshold are assessed by their head teacher. The standard for post Threshold Teachers, Excellent Teachers and ASTS are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.

The standard clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the inclusion year, teachers therefore would be expected to continue to meet the core standards and broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle implies at all subsequent career stages. For example, teachers who have gone through the threshold would be expected to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge, understanding and skills in that context.

The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stages, the next level of the framework provides a reference point for all teachers when considering future development. The standards will also support teachers in identifying ways to broaden and deepen their expertise within their current stages.

All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers equally should have a contractual entitlement to effective, sustained and relevant professional development throughout their

careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experiences, their use of up-to-date subject knowledge and pedagogy.

In the light of the above discourse, performance management provides the context for regular discussions about teachers' career aspirations and their future developments. It also implies that teachers develop from stage to stage, in terms of skill, knowledge and experience. It also proves that teacher life and profession is progressive, reflecting the progression expected of teacher as their professional attributes, knowledge and understanding, skills develop and they demonstrate increasing effectiveness in their roles. It also implies that there are careers stages and there are different expectations, for each career stage and career progression.

Personal Characteristics of Effective and Excellent Teacher as Desirable Attributes

Teacher quality is a product of teacher related variable which have been christened as teacher characteristics in many studies (Ogunwuyi, 2000).

Peter (2011) defined effective teaching as most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents and

genuinely excited about the work that they do. Effective teachers are able to help students learn.

In a meta-analysis that focuses on empirical studies of teacher quality and qualifications, Ciwar (2007) defined five broad categories of teacher attributes that appear to contribute to effective teacher quality (1) experience (2) preparations, programmes and degrees (3) type of certificate (4) course work taken in preparation for the profession and (5) teachers own test scores, also targeted teacher quality in their analysis of studies and their link to student effectiveness. Similar to examined rating of teacher test undergraduate instruction-teachers' test scores, degrees and course work and certification status. They concluded that students learn more from teachers with certain characteristics. Teachers differ greatly in their effectiveness.

The personal characteristics of effective teachers revolve around an encompassing them of caring. These personal characteristics in some ways epitomize this essential human trait. Noddings (2001) explained that caring is exemplified in a multitude of ways including being attentive and receptive. As educators, we are responsible to needs and feelings of our students. Noddings writes, "A caring teacher is someone who has demonstrated that she or he can establish more or less regularly, relations of care in a wide variety of situations and will want the best for that person. The relationship of teacher and student giving and receiving care is a continuous one, lasting over time and involving intimate and personal understanding. In addition, Noddings connects caring with preparation and organisation. Students recognize caring in teachers who are

prepared and organized. This philosophy of caring permeates the actions of teachers our students remember best.

Borich (2000) clearly articulate the importance of being a nurturing teacher, calling for teachers who “have the capacity to nurture those in their care”. Nurturing students becomes a critical issue and enables students to learn and create. Effective teachers practice pedagogical nurturing in every lesson, in every human interaction. Supporting Noddings theory of caring is cut from fabrics and the teacher becomes the tailor fashioning environments that are caring and that each student to care for their learning and for one another. Examining teacher effect also provides reinforcement of these characteristics that students find desirable in teachers (Borich 2000).

A teacher who is excited about the subject being taught and shows it by facial expression, voice inflection, gesture and general movement is more likely to hold the attention of students than one who does not exhibit these behaviours. This is true whether or not teachers consciously perceived these behaviours in themselves. Ayeni (2003) report that effective teachers are enthusiastic, have warmth and possess a sense of humour. The authors clearly link these personality traits to student success.

A list of twelve characteristics that when simmered together, stirred lovingly and warmed to perfection result in nurturing teachers who understand the importance of caring for their students and impact student achievement have been compiled below.

Fairness: as humans, we possess an ingrained sense of fair play. Whenever we are dealt with by someone in a manner that violates what we think constitute fairness in the situation, we react negatively. Any semblance of favouritism or lack of fairness can leave scars that last a life-time. While feelings and competition between classmates can be intense, the memories of unfair teachers are reported by our students in great detail, even after many years have passed from those negative school experiences.

Positive: Attitude is another characteristic that is also important in the teaching learning situation. Borich (2000) suggests that effective teachers are those who use meaningful verbal praise to get and keep students actively participating in the learning process. Ayeni (2003) report that effective teachers are generally positive minded individuals who believe in the success of their students as well as their own ability to help students achieve. As we all know, there are people in life who are inclined to see the glass half empty and there are others who usually see it half full. It is important to “catch students doing things right” rather than catching them doing something wrong. Effective teachers develop ways to remind themselves to do this, and the impact on students can last many years. Students often recall praise and recognition that teachers gave them as young students and they point to the confidence and direction that often resulted in their lives.

Preparedness: It is easy for students to tell if a teacher is prepared for class. Even young children know when a teacher is organised and ready for the day’s lesson. According to an informal survey, nothing frustrates a student more than

to come and be assaulted by a teacher who has no idea of what he or she is doing. Competence and having always the knowledge of the content area being taught is something that the students have mentioned about their favourite teachers. Students have always pointed out that in classrooms where teachers were well prepared, behaviour problems were less prevalent. The well-prepared teacher is more likely to be able to take time during lessons to notice and attend to behavioural matters, and is less likely to miss the beginnings of potentially disruptive activity. If on the other hand, teachers have not invested sufficient time in planning and preparation, they tend to be so focused on what they are doing that they miss the early signs of misbehaviour. This ultimately results in frequent disruption, waste of valuable instructional time and student frustration.

Personal Touch: Students have always mentioned the fact that their favourite teachers have always connected with them in a personal way. Teachers who convey a personal touch with their students call their student by name, smile often, ask about students' feelings and opinions and accept students for who they are. Teachers, who bring their lives and stories of event in their own lives which relate to subject matter currently being taught, captivate student interest and promote bonding with the students. Additionally, teachers who have gotten close to their students have done so by finding out as much about their students as possible. Teachers who show interest in their students have interested students.

Sense of Humour: students fondly remember teachers for their sense of humour. If a teacher has a quick wit and the ability to break the ice in difficult

situations with the use of humour, it is an extremely valuable asset. According to Olaoye (2005) students enjoy teachers with a sense of humour and found those teachers made learning fun. As long as it is not at any individual expense, good teachers can occasionally enjoy a laugh with the class and they can also laugh at themselves since students sometimes find themselves in similar embarrassing situation effectively.

Creativity: Most of the students remember unusual things that their teacher did in their teaching and the creative ways that they decorated the classroom or motivated the students. Some teachers are remembered specifically for their unique ways of motivating their class to reach a particular academic goal. If they did, she promised to kiss a pig. They reached the goal and she kissed the pig.

Willingness to admit mistakes: Something that can be appreciated in others is their willingness to admit mistakes, and it is also long remembered by students. Like everybody else, teachers make mistake. Unfortunately, some teachers think that their authority in the classroom can be undermined by these mistakes and they try to let them go unnoticed or cover them quickly. Students quite obviously have a different opinion. They are fully aware of the times when teachers make mistakes, especially when they somehow suffer from them.

Teachers who recognize their mistakes and apologise for them when they affect the students provide an excellent model to the students and a great way to be remembered as a favourite teacher.

Forgiving: Most of us have a bad habit of labelling others and those labels can sometimes stick for as long as we know the person. They become lifers for us

and our interactions with these students are consistently coloured by what we expect to see. All those associated with education know that there are frequently personality conflict between teachers and students. It is often blamed on bad chemistry “whatever the cause, it can have a disastrous effect on the child caught in this relationship and can result in a year of frustration and academic failure”. Our students had plenty of memories of teachers who had it in for one student or another but their accounts of favourite teachers reflected a willingness to forgive students for misbehaviour and a habit of starting each day with a clean state.

Respect: Teachers universally wish for their students to respect them. We have found from discussions with students that those who are given the highest amount of respect are those who give respect to their children. Favourite teachers were remembered for keeping grades on papers confidential, for speaking to students privately after misbehaviour or when the teacher needed some clarification in contrast to public rebuke. Favourite teachers were remembered for showing sensitivity for feelings and for consistently avoiding situations that would unnecessarily embarrass students. Such behaviour is obviously appreciated by students and according to those in the class repay with respects and love for the teacher.

High Expectation: Some students often have mentioned the expectations their favourite teachers held for them. According to Cruickshank et al (2003) “Students defined caring teachers as those who set limits, provided structure, hold high expectations and pushed them to achieve.” A teacher with positive

attitudes also poses high expectations for success. Bond et al (2000) report that students and teachers with high expectations learn more as teachers' expectation rise. Teachers' expectation levels affect the ways in which teachers teach and interact with students. Generally, students either rise to their teachers' expectation or do not perform well when expectations are low or non-existent. The best teachers were remembered as having the highest standards. They consistently challenged their students to do their best. Many of the students reported that they had little confidence in themselves as youngsters. Parents or siblings had told them that they were dumb and the children believed it to be true. When their teachers expressed the fact that they believed in their ability, it served to energize them and encourage them to reach new heights. Some ended up choosing careers in areas that they were originally encouraged with care and consideration. Favourite teachers apparently have a talent for doing that.

Compassion: Hopefully, school is a place where children can learn and be nurtured in an emotionally safe environment. The reality of most classrooms and in fact just about any gathering of youngsters includes a significant amount of cruelty and hurt feeling. All insensitivity and compassion of a favourite teacher affect them in profound and lasting ways. Berliner (2003), report that effective teachers are supportive of a student in multiple ways and help to meet their needs for belonging and success. These teachers were remembered for noticing when children were left out of games on the play ground and for taking action to prevent such things from happening. Such simple action eliminated the embarrassment that many children have to face every day.

Sense of Belonging: students always have sense of belonging in the classrooms taught by favourite teachers. These teachers develop a sense of family in the classrooms. A variety of strategies are always employed by such teachers. Classroom pets, random act of kindness, awards class picture album and cooperative class goals were employed to build a sense of unity and companionship. In addition, emphasis was placed on maintaining an emotional safe classroom. Good teachers also take strong measures to prevent mean and hurtful behaviour like teasing and bullying. Effective teachers know well that when children feel emotionally safe as well as physically safe they learn far better.

These twelve characteristics displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humour, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion and developing a sense of belonging for students centre around the theme of caring. When demonstrated by classroom teachers, our students remember school in a positive way. These traits have proven to increase student achievement. Whether one is new to the teaching profession or a seasoned professional working to include these traits into everyday teaching routine or fine-tuning those already in use, will ensure that students have a positive school experience as well as are being desired by their principals.

In the analysis of desirable teachers attributes as perceived by principals, the personal characteristics of effective teachers can further be considered thus.

Cheng and Townsend (2000) listed the following as teachers' personal qualities, they include;

- i. A good teacher is cheerful and good tempered.
- ii. A good teacher looks nice as well dressed.
- iii. A good teacher is well-mannered and polite.
- iv. A good teacher is patient, understanding, kind and sympathetic.
- v. A. good teacher has a sense of humour.
- vi. A good teacher is friendly with children and colleagues.

Ogunsaju (2003) listed some of the qualities of a good teacher to include.

1. Friendliness, humour and open mindedness to be able to cause amusement among the pupils and feel free with them.
2. Good personal appearance, he/she should be smartly dressed so as to be good looking.
3. Imagination – have a mental picture of image of events, pupils' problems, feelings, aspirations etc.
4. Respect for the opinion of others – he or she should allow people give their opinions or views on issues and welcome the popular ones.
5. Adaptability – he or she should respond favourably to situation or an environmental change since the world is not static but dynamic.

Analysing the teachers' personal appearance the then Commissioner of Education Delta State Mrs Veronica Ogbuagwu who stressed the need for the teacher to appear smartly dressed and warned that any teacher who dresses shabbily shall be dealt with and in fact,

introduce the dressing code for teachers which has marked a significant departure for the way teachers dress these days when compared with the teachers of the 70s and 80s (The pointer, Thursday, 16th November, 2006).

Taiwo (2003) noted that the teacher plays important roles in the society and as such needs to have nice personal appearance. Some of the roles as listed out include;

- i. Mediators of learning.
- ii. Disciplinarian or controller of student behaviours.
- iii. Parental substitutes.
- iv. Confidant to students.
- v. Judge of achievement.
- vi. Organizer of curriculum.
- vii. Bureaucrat.
- viii. Scholar.
- ix. Research Specialist and,
- x. Member of Teachers' organisation etc.

Given their roles in the community, Ayeni and Adu (2003) stated that teachers can be seen as public servants; community leaders, experts in some areas of knowledge or skills and even as agents of social changes with a wide spectrum relatively in Nigeria of the third millennium. Teachers enjoys an average to high social and economic status and this resorts, because of the recognition accorded the profession by Nigerian government the practitioners

cannot appear in such places not well dressed. This is in order to match the roles ascribed to the person and even to be accorded much recognition. The kind of dress a person puts on, tells the world who and what profession he or she is doing.

An effective and excellent teacher is one who teaches effectively, making use of his acquired professional experience. He or she presents information orally, giving instruction and organizing materials for learner process. He or she has goals, worries, fears, frustrations and satisfactions related to his or her job and reacts emotionally to pupils, colleagues and others. He or she assesses students' progress and carries out a variety of activities that are characteristics of the institution that is called the school.

Olaitan 2004, Peretomode, 2002 have highlighted the following as Personal Characteristics of an effective and excellent teacher:

- i. Has deep knowledge and understanding of the subject matter.
- ii. Has a commitment to teaching and is hard working.
- iii. Continually seeks ways to improve, innovate and be up-to-date.
- iv. Has a strong passion for his subject.
- v. Has a high enthusiasm to teaching.
- vi. Is an inspirational role model to students.
- vii. Is eminently approachable.
- viii. He or she is able to communicate ideals in clear, lucid, logical and organized manner.

- ix. He or she has high explanatory power i.e. he or she is able to make theoretical explanation more practical.
- x. He or she is fair in his/her grading.
- xi. He or she is well balanced emotionally.
- xii. He or she gives fair examinations, test activities or assignments.
- xiii. He or she creates a conducive learning environment.

Luo (2004) stated that an effective and excellent teacher is capable of maximizing chances of learning through efficient formulation of objectives and syllabuses, construction of handouts, selection of readings, classroom activities, choice of modes of assignment, feedback to students and design of exercises, assignments, projects, quizzes and final examinations.

Olaitan (2004) stated that possession of good characteristics by effective and excellent teachers enhances quality of learning by learners to acquire;

1. High quality knowledge content.
2. Ability to apply the knowledge to standard classroom problems.
3. Ability to apply the knowledge to novel types of problems and situations
4. Ability to be self-directed, independent lifelong learners.

According to Ogunywuyi (2000), almost every educator would agree that teacher quality is the most important factor in determining school quality. But what factors determine teacher quality? In this article from Teaching for excellence, you'll discover the traits administrators look for in their teachers, which includes fifteen key characteristics of effective teachers.

Educational administrators who hire teachers have an extremely important job. They have the responsibility of placing a qualified professional into each and every classroom. There are many factors important for school effectiveness, but the most important is teacher quality. Principals and personnel directors may differ somewhat in their priorities for teacher selection, but, for the most part, they all agree on the basic characteristics for effective teachers.

Below are the characteristics that educational administrators would like to see in their teachers -- qualities that benefit students, improve instruction, and help an organization to run much more smoothly.

FIFTEEN KEY CHARACTERISTICS

- **Exhibit enthusiasm:** If you are enthusiastic about teaching, show it! Make learning fun. Your eagerness for teaching will make a difference in the motivation of your students. Beyond the classroom, it helps build a sense of teamwork. Enthusiasm is contagious.
- **Know your content:** Keep up with your field of expertise. If you teach kindergarten, subscribe to an early childhood journal. If you teach chemistry, attend the seminar at the local college. No matter if this is your first year or your thirtieth, keep up with changing trends in your field of expertise.
- **Be organized:** Efficient organization allows you to spend more learning time with students. Have a way of handling routines -- collecting student work, handing out materials, posting assignments, what to do when

finished with an assignment, communicating class news, etc. Established routines keep the class on track and give you more time for teaching and engaging students.

- **Teach actively:** Principals, like other supervisors and managers of people, appreciate those who work hard. Effective teachers are involved, they move around, they don't stand around, but are busy. They are actively involved with students and with other staff.
- **Show a good attitude:** The French philosopher, Voltaire, said, "the most courageous decision one makes each day is the decision to be in a good mood." Children don't need teachers who stay in a foul mood. They need models with positive attitudes. Listen to what you say to others and to your tone of voice. You should be displaying care, concern, and respect. Likewise, administrators need to reflect good attitudes for teachers, students, and the community.
- **Establish successful classroom management:** Establish and enforce your classroom management system from the first day of class. Discipline and reasonable structure are essential for students to be on task and to have an orderly class environment. Be consistent and fair. Avoid making rules that you do not enforce consistently, for students soon learn that what you say does not matter.
- **Pace instruction:** The amount learned is related to the opportunity to learn. Students learn the most by doing, not by watching, not by standing in line, and not by listening. Plan an instructional time line for your

courses. Nothing is worse than approaching the end of the school year and realizing there is not enough time to finish all that is in the course of study.

- **Maintain good people skills:** On a primary report card, this trait is referred to as "works well with others." Administrators need teachers who work well with other people. If people don't like your behaviour as a teacher, they will not want to be around you, much less perform for you! This is true for colleagues and parents as well as for students. Education is a people business. Good human relations skills are imperative for successful teachers!
- **Communicate clearly:** Effective teachers give information clearly. Be concise. Demonstrate as well as explain. When presenting new information teachers must give accurate directions. This process includes explaining, outlining, summarizing, and reviewing. Too often children have no idea what they are learning or why they are learning it.
- **Question effectively:** Questioning is a powerful teaching tool. It is through questioning that productive thinking occurs. Ask questions directed to the whole class as well as to individuals. When directing a question to individual students, ask the question first before calling student names. Give wait time for students to think through their responses. Do not call on names too soon. An example of a less effective method: "Nancy, what do you think was Edison's most useful invention and why?" What happens? When someone's name is mentioned, others

relax and are not involved. But the teacher could say, "What was Edison's most useful invention and why?" and pause for about 3 to 5 seconds. This wait time keeps everyone involved and gives students a chance to think. It seems like a long time to wait, but the method is used efficiently by many successful teachers.

- **Differentiate instruction:** One of the biggest challenges to teaching is working with students of varying learning styles, personalities, and rates of learning. Teachers need to mix auditory, visual, and hands-on techniques. For specific lessons, subgroup students with similar weaknesses or skill gaps.
- **Build success into your class:** Success rate is important. If work is continuously too hard for a student, he/she can become frustrated, resulting in behaviour problems and loss of effort. Research indicates that a success rate of at least eighty percent is optimal. When students are not successful, provide further instruction and/or simplify the task until they can master the task.
- **Hold high expectations:** Principals want teachers who expect their students to learn. High expectations need to be communicated for good performance. Successful teachers don't just accept participation but they require it. One can be demanding without being unpleasant or mean. In fact, students respect teachers who expect them to do their best.
- **Create a pleasant atmosphere:** Don't allow your classroom to send out the aura of the haunted house on the hill. Dismal, drab, and dreary will

decrease the percentage of learning. Cheerful and happy classrooms will stimulate learning. Teachers don't have to create magic kingdoms to promote learning, but a pleasant room where students feel comfortable is a must for turning up the academic burner.

- **Be flexible:** So much of teaching requires flexibility. Can you adjust when timely topics come up instead of staying with your lesson plan? Are you sensitive enough to student needs that you can vary from your routines and rules when necessary to help a child? Do you stay in control of your emotions and positive when your best-made plans have to be altered due to circumstances beyond your control? As a recent saying goes, "The flexible shall not be bent out of shape."

Good educational administrators want to insure the academic success of all children. To ensure effective schools, they have a responsibility to develop teachers with the qualities that provide sound instruction. Education is not an exact science and the qualities that are needed in teaching personnel will vary somewhat depending on different objectives and needs of schools. However the characteristics that are listed above will generally be the ones that conscientious administrators will be seeking when looking for new teachers and the ones that they will be trying to develop and improve in the veteran teaching force.

According to McDermott (2000), becoming more effective in a profession depends on the following

1. Passion.

Primarily, teachers love teaching and are passionate about their students, their subject and teaching as a whole. An effective teacher is one who is passionate about education, but that doesn't mean they will be on 'cloud-nine' all of the time. They are in tune with the classes they teach and the constraints and pressures they are working with; sometimes wearing their hearts on their sleeve! High or low, an effective teacher cannot hide their passion for teaching. The trait of an effective teacher knows that teaching is supposed to be tough. Who else has the responsibility to shape the minds of hundreds and hundreds of young lives?! Effective teachers know teaching children is meant to be a very enjoyable and rewarding career (although exhausting) but know hard work must be the main focus in their learning environment. They accept that students will want to have some fun at times and that if they [the teacher] are not enjoying the teaching, their students will probably know it.

2. Planned and organised.

Effective teachers are always organised! So much so, they often know the diary of others and pre-empt potential problems. Lesson plans – whether lengthy or concise – are considered to meet the needs of all students; books are marked (smartly, considering their workload versus school policy) and their classrooms are an engine room. Classroom resources are organised in meticulous fashion, laid out carefully in trays, drawers, cups and pots. You name it, this teacher has it in their domain! Better still, you'll never catch a student abusing any of their teacher's well-thought resources: they wouldn't dare!

3. Reflect and are open-minded.

The most effective teachers know they are constantly being evaluated by their head teacher, colleagues, parents and even students! And instead of feeling aggrieved about being held to account, they embrace the challenge of teaching and are open-minded when receiving feedback about how they can become even better! Effective teachers know, nobody is perfect and there is always room for improvement, but know that it is a necessity for teachers to reflect on their teaching to develop even further. They always think about what went well and what to do next time.

4. Take risks and embraces change.

In teaching, lessons don't always go according to plan, so there is a huge need to be flexible and 'go with flow'. An effective teacher knows they need to move with the times. They know they need to adapt to meet the needs of students and the requirements of curriculum and assessment. Therefore, what may have worked 2 or 3 years ago, may not be so effective today. They believe that they are a subject expert and must be at the forefront of their subject knowledge, skills and educational pedagogy.

5. Collaborate.

Effective teachers have a unique habit for bringing positive energy into the classroom every single day. They can also do this with most colleagues they work with across the school. They know we all have personal challenges in and out of school, but they leave all of it behind before they step into the classroom, sharing worldly experiences where applicable to the curriculum. Effective

teachers never underestimate the expertise that lies within their school. They never forget the importance of sharing ideas with colleagues through simple discussions, sharing best practice or simply going for a little walk around school in search of good ideas.

6. Breaks down barriers.

Most teachers break down barriers day-to-day in their classrooms, but the trait of an effective teachers knows that literacy, language or social background is no barrier to learning. They accept no excuses of themselves, their colleagues or from the child. Effective teachers know that quality first teaching has the greatest effect a child can receive. Intervention is offered, and it usually is, but it is never offered as a substitute for low standards in the classroom.

7. Consistent.

Above all, effective teachers share one common trait. They are consistent in all that they do. They may be a maverick teacher, but they teach freely in-line with whole-school policy and never undermine their colleagues. There are no surprises, even if they do surprise they colleagues with unusual and maverick ideas. Their behaviour never raises an eyebrow, because their reputation and prior evidence speaks for itself. They always give 100% in everything they do. They are reliable and do what they do because they love teaching, not because they feel obligated to do it. They create standards for themselves – often too high to meet – but never fail to disappoint.

Relevance of Experience and Career Aspiration to Teacher's Desirable Attributes

Professionalism according to BBC dictionary is the competence or skill expected of a professional. It is defined as the practising of an activity by professionals rather than amateurs while profession is defined as a paid occupation especially one involving training and a formal qualification.

Professional Standards for teaching describe the skills, knowledge and values for effective teaching. They capture key elements of teachers' work reflecting their growing expertise and professional aspirations and achievements. Standards make explicitly the intuitive understanding and knowledge that characterize good teaching practice and enable this to be widely shared with the profession.

Moreover, it is increasingly agreed that identifying and publicly recognising what it is that effective teachers know, do and value is an important step in enhancing the public profile and standing of the profession. Articulating professional standard for teaching helps to make the knowledge and capabilities of teachers explicit for those within and outside the profession and provides means by which good teaching can be identified, rewarded and celebrated (National Reference Group for Teacher Standards Quality and Professionalism)

Therefore, deciding how to determine what it is that effective teachers know, do and value is central to the development of any national frame work for standards for teaching.

Career aspirations a frame work, which captures teachers' growing expertise throughout a career and as an emerging new conception of career, must be considered. In the 21st century, many employees regard the notion of a

single career or loyalty to one employer as a thing of the past. Today's workforce is characterised by flexible or portfolio careers where workers are likely to work in many organisations and experience range of occupations throughout their working lives. Hence, a teaching career must now be positioned within the context of a more flexible working life. Professional learning is central to career development and standards can be used to support the development of career pathways, central to this is a fully functioning system of professional learning for Australia's teachers with recognition and reward for teachers who demonstrate advanced competencies and continued professional development (Committee for the Review of Teaching and Teacher Education, 2003).

Learning to teach is an ongoing process involving pre-service teacher preparation, induction and beginning teaching, and ongoing professional learning (Committee for the Review of Teaching and Teacher Education, 2003). 'The knowledge on which a teaching career is based has deepened and calls for teachers to engage with it on an ongoing basis as lifelong learners'. The value of teachers engaging with professional standards as a strategy for continuing professional learning which is directed and controlled by them, is well supported (Darling – Hammond 2001; National Reference Group for Teacher Standards Quality and Professionalism, 2003). In Australia, there is some evidence that teachers' engagement in advanced certification processes built around professional standards, contribute to their professional growth (Jasman and Barrera, 1998), and that engagement with professional standards can help

teachers plan, structure and facilitate their ongoing profession. Likewise, in the United States of America, there is some evidence that the National Board of Professional Teaching Standards (NBPTS) certification process is linked to improved professional practice for accomplished teachers, and that the interstate New Teacher Assessment and Support Consortium (INTASC) licensing process is similarly linked for beginning teachers (Darling Hammond, 2001).

Career Dimension and Desirable Teachers Attributes

Teachers develop their knowledge, skills and practices throughout their professional lives, but teacher development is not a simple linear process. They enter the profession with varying levels of learning, work experience and professional preparation, and work in a range of different contexts. Individual teachers display a profile pattern along over the period of a career. These circumstances reflect a reality base captured approach to learning and practice throughout a career rather than a staged representation. Nevertheless, it is important to highlight that there are aspects that serve to recognise dimensions in the development of teachers for the enunciation of professional standards.

The National Framework of professional standard allows the identification of the specific attributes of individual teacher education graduates. This dimension is distinct from newly accredited or newly appointed teachers because their essential qualification lies predominantly in study rather than professional practice. While practice is an essential component of theoretical

investigation, reflection and learning in preparation for teaching, a graduate is not yet recognised as a competent and capable practitioner with full professional standing. Graduate teachers are about to begin their teaching careers. They have undertaken endorsed programs of teacher preparation and possess the requisite knowledge, skills, values and attitudes to plan for and manage successful learning.

Effective graduate teachers are equipped to engage in and negotiate a process of ongoing professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners, and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students' achievement of the highest possible education outcomes. They have the commitment, enthusiasm and interpersonal skills to assume a professional role within their school and its broader communities and to contribute to the operation of a school as a whole.

Teachers' communication in lesson delivery is a desirable attribute in effective teaching and learning situations. The National Framework on professional standards allows for the establishment of a mechanism and the process that signifies professional competence or formal and full entry to the profession. Professional competent teachers have demonstrated successful teaching experience. They effectively monitor, evaluate and plan for learning and are able to tailor teaching programmes to meet the needs of individual and groups within the class.

Professionally, competent teachers have a record of effective and ongoing professional learning. They work collegially and in team to further enhance their professional practice and take greater responsibility in collaboration with others for identifying and addressing their own learning needs. They are effective members of a school and its broader community and interact effectively with stakeholders.

Consistent with the priority of recognising teacher quality and supporting the development of teachers, the National Framework allows for recognition of teachers who are highly accomplished and highly regarded by their peers. Teachers at this level are highly proficient and successful practitioners. They are recognised by other teachers as having in-depth subject knowledge and pedagogical expertise. They keep abreast of learning and contribute to the professional learning of others. These teachers advocates for the profession and their schools. They communicate effectively to diverse audience and interact professionally with the community.

These teachers are knowledgeable about the latest developments in pedagogy and can apply those developments to unique students' contexts. They have outstanding interpersonal and leadership skills, underpinned by principles of fairness, compassion, integrity and equity. They recognise the talents of others and promote and encourage those people to achieve their potential. They apply critical analysis and problem solving skills to educational matters and engage in ongoing professional learning and facilitate and support the professional learning needs of others. They communicate effectively with the

community to support the development of the school and promote student learning.

Appraisal of Reviewed Literature

In this chapter, the researcher reviewed some related literature. Areas reviewed include a Global View of Desirable Teachers' Attributes, Teachers' age: a Determinate of Teachers Desirable Attributes, personal characteristics of effective and excellent teachers as elements of Desirable Attributes, the Relevance Experience and career Aspiration to Teachers' Effectiveness and Career Dimension and Desirable Teachers' Attributes.

The purpose of this review was to establish that teachers have desirable attributes that enhances effective teaching abilities. Some research works have begun in relation to the desirable teachers attributes in other countries like in United States of America. From the literature reviewed, it could be observed that research works have not being done in the area of desirable teachers' attributes as perceived by principals in Delta State. The study will therefore fill this gap.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURES

This chapter describes the method and procedures adopted for the study under the following specific sub headings which includes. The research design, the population of the study, sample and sampling technique, instrumentation, validity and reliability of the instrument, administration of the instrument as well as the method of data analysis.

Research Design

The research design adopted for this study is the survey research design. It is the systematic gathering of information from respondents for the purpose of understanding and predicting some aspects of the behaviour of the population of interest. The independent variables were desirable teachers' attributes while the dependent variables were principals' perception of the attributes in secondary school. There was no manipulation of variables.

Population of the Study

The population of the study was made up of the school principals of the 372 public secondary schools in the three senatorial districts of Delta State at 2014/2015 academic session. The 372 principals consist of 136 from Delta North, 134 from Delta Central and 102 from Delta South senatorial districts.

Table 1: Population and Sample Distribution of Public Secondary Schools in Delta State

Delta North				
S/No	Local Government areas	No. Of public secondary schools	No .of principal	No of sampled principals (50%)
1	Aniocha north	18	18	9
2	Aniocha South	17	17	8
3	Ika North	18	18	9
4	Ika South	17	17	8
5	Ndokwa East	16	16	8
6	Ndokwa west	20	20	10
7	Oshimili North	9	9	5
8	Oshimili South	9	9	5
9	Ukwuani	12	12	6
			136	68
Delta Central				
1	Sapele	12	12	6
2	Udu	9	9	5
3	Ughelli North	34	34	17
4	Ughelli South	21	21	10
5	Uvwie	10	10	5
6	Okpe	12	12	6
7	Ethiope East	24	24	12
8	Ethiope West	12	12	6
			134	67
Delta South				
1	Warri South	12	12	6
2	Warri South West	5	5	2
3	Warri North	9	9	5
4	Bomadi	8	8	4
5	Burutu	15	15	7
6	Patani	8	8	4
7	Isoko North	17	17	8
8	Isoko South	28	28	14
Total			102	50
Grand Total			372	185

Sampling and Sampling Technique

One hundred and eighty-five (185) public secondary school principals from the three hundred and seventy-two (372) in Delta State were sampled using stratified random sampling technique. This represents about fifty percent (50%) of the population and this was considered appropriate as it enabled comparison between the sub groups in terms of critical factors in the hypotheses. It was randomised to give each of the secondary school principals in the population equal opportunity of being selected.

Research Instrument

The instrument used for data collection for the study was a self-designed questionnaire titled Desirable Teachers Attribute Questionnaire (DTAQ). The concepts were constructed by the researcher under the guidance of the supervisor focusing on the research questions and hypotheses. Thus, the DTAQ was divided in two sections.

Section A, comprised of information that dealt with the demographic data of the respondents while Section B was made up of items on Desirable Teachers Attributes as perceived by principals. Likert scale technique was adapted, which means the responses to each of the items were weighted on a 4-point Likert scoring scale. The respondents were free to rate as follows:

Strongly Agree (SA)	4 points
Agree (A)	3 points
Disagree (D)	2 points
Strongly Disagree (SD)	1 point

Validity of the Instrument

The instrument was validated using face validity. This was done by subjecting the instrument to screening by the researcher's supervisor. The items were examined to find out if they were adequate for the study. Based on her suggestions, comments, recommendations, corrections on spelling errors, grammatical errors as well as addition of new items made, the instrument was approved as valid. Thus, the suggestions, comments, recommendations, corrections on spelling errors, grammatical errors were put considered before the final draft was produced for the study.

Reliability of the Instrument

A pilot study was conducted in different locations outside the study areas using the split- half method to ascertain the reliability of the instruments. A sample of 20 principals from public secondary schools who were not part of the sample for the study was used. The instrument was administered to the respondents after which the items were divided into halves of odd and even numbers. The scores were correlated using the Pearson Product Moment Correlation Statistics and a Co-efficient of 0.65 was obtained however, this co-efficient was step up with Spearman Brown formula and 0.87 was obtained which showed high reliability, thus the instrument was used for the study.

Administration of Instrument

The researcher visited all the sampled public secondary school principals in the three senatorial districts. With the help of volunteers, the researcher was able to distribute one hundred and eighty-five (185) copies of questionnaire. However, a

total of one hundred and seventy-two (172) were retrieved representing ninety-three (93%) percentage return.

Method of Data Analysis

Percentage and mean scores were used to provide answers to the research questions while t-test was used to test the hypotheses formulated at 0.05 level of significant. For the research questions 50% or mean score of 2.50 was the benchmark for agreeing, any score below is said to disagree.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter focused on the presentation of result and discussion of findings obtained from respondents as well as testing of the research hypotheses earlier stated for the study.

Demographical Data Analysis

Table 2: Distribution of respondents by Gender

Gender	Frequency	Percentage
Male	94	54.7
Female	78	45.3
Total	172	100

The distribution in Table 2 above shows that 94(54.7%) of the respondents were male while the female were represented by 78 (45.3%) percent. This revealed that there were more male principals than female ones.

Table 3: Distribution of respondents by school locations

Location	Frequency	Percentage
Urban	97	56.4
Rural	75	43.6
Total	172	100

Table 3 reveals that 97 (56.4%) of the schools were located in the urban centres while 75 (43.6%) were located in the rural areas. This implies that more secondary schools were concentrated in the urban than the rural parts of the state.

Table 4: Distribution of respondents by Experienced

Experienced	Frequency	Percentage
Experienced 6years & above	101	58.72
Less Experienced 0-5years	71	41.28
Total	172	100

Table 4 revealed that 101 (58.72) are experienced because they have been in service for 11 years and above. 71 (41.28) are less experienced because they have been in service for less than 10 years.

Table 5: Distribution of respondents by Age

Age	Frequency	Percentage
Young Teachers	83	48.26
Old Teachers	89	51.74
Total	172	100

Table 5 shows that out of 172 respondents 83 representing 48.26% and 89 representing 51.74% were young teachers and old teachers respectively.

Research Question 1

What is the profiles of desirable teachers attributes as perceived by principals of public secondary schools in Delta State?

Table 6: A Profile of Desirable teachers' attributes among public secondary school teachers as perceived by principals in Delta state

S/N	Desirable Attributes	Mean	Decision
1.	Great personality	2.14	-
2.	Positive attitude to work	2.58	+
3.	Patience	2.61	+
4.	Punctuality	2.51	+
5.	Knowledge of the subject matter	2.59	+
6.	Inspiration of student	2.78	+
7.	Innovative teaching methods	2.88	+
8.	Great commitment/hard work	2.91	+
9.	High enthusiasm for teaching	2.52	+
10.	Challenges students to think	2.64	+
11.	Honesty	2.30	-
12.	Humility	2.69	+
13.	Transparency	2.73	+
14.	High situation cognition	2.78	+
15.	High respect for students	2.55	+
16.	Passion for teaching and learning	2.59	+
17.	Enhancing surface and deep learning	2.76	+
18.	Exercising consistently high levels of professionalism	2.78	+
19.	Treatment of students justly and equitably	2.59	+
20.	Improvement of English language competence	2.60	+
21.	Energy	2.50	+
22.	Optimism	2.69	+
23.	Confidence	2.90	+
24.	Loyalty	2.52	+
25.	Stability	2.92	+
26.	Role-modelling	2.98	+
27.	Ability to take on new assignments	3.00	+
28.	Wisdom	2.67	+
29.	Ability to know the student individually	1.98	-
30.	Monitoring of students	2.63	+
31.	Ability to counsel students	2.99	+
32.	Authoritative teaching	2.82	+
33.	Interpersonal and facilitating skills	2.57	+
34.	Planning and evaluation of lesson	2.64	+
35.	Ability to discover potentials on students	2.69	+
36.	Ability to bring positive change in students	2.81	+
37.	Ability to encourage individuality in school activities	2.77	+

Keys: +=Agreed

-=Disagreed

Table 6 above shows that majority of the principals admitted that teachers recruited in their various schools possessed as many desirable attributes of teaching as possible. They agree with most of the items raised except for items 1, 11 and 29 which bothered on great personality, honesty and ability to know

the students individually. Perhaps, people ordinarily would not share equal levels of great personality, honesty nor have the ability to know every student by his or her names.

Research Question 2:

What level of these desirable attributes is found among secondary school teachers in Delta State?

Table 7: Level of Desirable Attribute among Public Secondary School Teachers in Delta State

S/N	Level of Desirable Attributes	High	%	Medium	%	Low	%
1.	Strong subject competence	86	50	61	35.47	25	14.53
2.	Patience, exemplary and genuine interest in the welfare of students	93	54.07	20	11.63	59	34.30
3.	Professionalism	99	57.56	47	27.33	26	15.12
4.	Enthusiasm	39	22.67	87	50.58	46	26.74
5.	Interpersonal and facilitation skills	90	52.33	80	46.51	2	1.16
6.	Planning and evaluation of lessons and monitoring of learning consistency	100	58.14	17	9.88	55	31.98
7.	Ability to discover potentials in students	50	29.07	112	65.12	10	5.81
8.	Ability to bring positive change in students	118	68.60	38	22.09	16	9.30
9.	Good counselling skills	43	25	97	56.40	32	18.60
10.	Ability to encourage parents' involvement in school activities	Nil	Nil	51	29.65	121	70.35

Table 7 above show level of desirable attribute among public secondary school teachers in Delta State. Result of the study shows that respondents rated high on strong subject competence with 50%, patience, exemplary and genuine interest in the welfare of students with 54.07%, professionalism with 57.56%, interpersonal and facilitation skills with 52.33%, planning and evaluation of

lessons and monitoring of learning consistency with 58.14% and ability to bring positive change in students with 68.60%. however, respondents rated medium on enthusiasm with 50.58%, Ability to discover potentials in students with 65.12% and good counselling skills with 56.40%. But ability to encourage parents' involvement in school activities was rated low with 70.35%.

Research Question 3:

Is there any difference between male and female teachers in the level of desirable attributes they possess?

Table 8: Difference Between Male and Rural Teachers on Level of Desirable Attributes

S/N	Level of Desirable Attributes	Male Teachers (N=94)						Female Teachers (N=78)					
		H	%	M	%	L	%	H	%	M	%	L	%
1	Strong subject competence	51	54.26	14	14.89	29	30.84	50	64.10	10	12.82	18	23.07
2	Patience, exemplary and genuine interest in the welfare of students	54	57.44	15	15.95	25	26.60	39	50	30	38.46	9	11.53
3	Professionalism	70	74.47	16	20.51	8	8.51	40	51.28	14	17.94	24	30.76
4	Enthusiasm	10	10.63	65	69.18	19	20.21	Nil	Nil	60	76.92	18	23.07
5	Interpersonal and facilitation skills	48	51.06	36	38.29	10	10.63	52	66.66	10	12.82	16	20.51
6	Planning and evaluation of lessons and monitoring of learning consistency	80	85.10	10	10.63	4	4.25	78	100	Nil	Nil	Nil	Nil
7	Ability to discover potentials in students	75	79.78	18	19.14	1	1.06	59	75.64	19	24.35	Nil	Nil
8	Ability to bring positive change in students	68	72.34	19	20.21	7	7.44	54	69.23	10	12.82	14	17.94
9	Good counselling skills	40	42.55	54	57.44	Nil	Nil	60	76.92	8	10.25	10	12.82
10	Ability to encourage parents' involvement in school activities	Nil	Nil	80	85.10	14	14.89	Nil	Nil	68	87.18	10	12.82
Total/Percentage		496	52.77	327	34.79	117	12.44	432	55.38	229	29.36	119	15.25

Keys: H=High
M=Medium
L=Low

Table 8 shows difference between male and female teachers on the levels of desirable attributes. The respondents rated high with 52.11% and 55.38% for male and female teachers. Thus, indicating that there is no difference between male and female teachers on level of desirable attributes.

Research Question 4:

Is there any difference between urban and rural teachers in the level of desirable attributes?

Table 9: Difference Between Urban and Rural Teachers on Level of Desirable Attributes

S/N	Level of Desirable Attributes	Urban Teachers (N=97)						Rural Teachers (N=75)					
		H	%	M	%	L	%	H	%	M	%	L	%
1	Strong subject competence	80	82.47	7	7.21	10	10.30	38	50.66	27	36	10	13.33
2	Patience, exemplary and genuine interest in the welfare of students	54	55.67	23	23.71	20	20.61	45	60	16	21.33	14	18.66
3	Professionalism	69	71.13	28	28.86	Nil	Nil	40	53.33	30	40	5	6.66
4	Enthusiasm	49	50.51	36	37.11	12	12.37	52	69.33	Nil	Nil	23	30.66
5	Interpersonal and facilitation skills	Nil	Nil	78	80.41	19	19.58	39	52	20	26.66	16	21.33
6	Planning and evaluation of lessons and monitoring of learning consistency	58	59.79	19	19.58	20	20.61	75	100	Nil	Nil	Nil	Nil
7	Ability to discover potentials in students	97	100	Nil	Nil	Nil	Nil	63	84	10	13.33	2	2.66
8	Ability to bring positive change in students	82	84.53	10	10.30	5	5.15	46	61.33	19	25.33	10	13.33
9	Good counselling skills	73	75.25	14	14.43	10	10.30	53	70.66	18	24	4	5.33
10	Ability to encourage parents' involvement in school activities	67	69.07	21	21.64	9	9.27	Nil	Nil	68	90.66	7	9.33
Total/Percentage		629	64.85	236	24.32	105	10.83	451	60.13	208	27.73	91	12.13

Keys: H=High
M=Medium
L=Low

Table 9 shows difference between urban and rural teachers on the levels of desirable attributes. The respondents rated high with 64.85% and 60.13% for urban and rural teachers. Thus, indicating that there is no difference between urban and rural teachers on level of desirable attributes.

Research Question 5:

Is there any difference between experienced and less experienced teachers in the level of desirable attributes they possess?

Table 10: Difference Between Experienced and Less Experienced Teachers on Level of Desirable Attributes

S/N	Level of Desirable Attributes	Experienced Teachers (N=101)						Less Experienced (N=71)					
		H	%	M	%	L	%	H	%	M	%	L	%
1	Strong subject competence	72	71.28	18	17.82	11	10.89	31	43.66	Nil	Nil	40	56.33
2	Patience, exemplary and genuine interest in the welfare of students	58	57.42	43	42.57	Nil	Nil	37	52.11	34	47.88	Nil	Nil
3	Professionalism	61	60.39	35	34.65	5	4.95	20	28.16	18	25.35	33	46.47
4	Enthusiasm	59	58.41	40	39.60	2	1.98	19	25.33	50	70.42	2	2.81
5	Interpersonal and facilitation skills	87	86.13	11	10.89	3	2.97	41	51.74	28	39.43	1	1.40
6	Planning and evaluation of lessons and monitoring of learning consistency	67	66.33	Nil	Nil	34	33.66	12	16.90	23	32.39	36	50.70
7	Ability to discover potentials in students	84	83.16	17	16.83	Nil	Nil	60	84.50	7	9.85	4	5.63
8	Ability to bring positive change in students	51	50.49	37	36.63	13	12.87	33	46.47	19	26.76	19	26.76
9	Good counselling skills	70	69.30	18	17.82	13	12.87	63	88.73	8	11.26	Nil	Nil
10	Ability to encourage parents' involvement in school activities	23	22.71	36	35.64	42	41.58	9	12.67	39	54.92	23	32.39
Total/Percentage		632	62.57	255	25.24	120	11.88	325	45.77	226	31.83	158	22.25

Keys: H=High
M=Medium
L=Low

Table 10 shows difference between experienced and less experienced teachers on the levels of desirable attributes. The respondents rated high with 62.57% and 45.77% for experienced and less experienced teachers. Thus, indicating that

there is a difference between experienced and less experienced teachers on level of desirable attributes. This is true since the percentage of respondents who rated high for experienced teachers was above 50% while for less experienced was less than 50%.

Research Question 6:

Is there any difference between old and young teachers in the level of desirable attributes found in them?

Table 11: Difference Between Old and Young Teachers on Level of Desirable Attributes

S/N	Level of Desirable Attributes	Old Teachers (N=89)						Young Teachers (N=83)					
		H	%	M	%	L	%	H	%	M	%	L	%
1	Strong subject competence	45	50.56	24	24.96	20	22.47	42	50.60	21	25.30	20	24.09
2	Patience, exemplary and genuine interest in the welfare of students	62	69.66	Nil	Nil	27	30.33	16	19.27	40	48.19	27	32.53
3	Professionalism	54	60.67	25	28.08	10	11.23	Nil	Nil	70	83.33	13	15.66
4	Enthusiasm	70	78.65	19	21.34	Nil	Nil	39	46.98	24	28.91	20	24.09
5	Interpersonal and facilitation skills	47	52.80	27	30.33	15	16.85	40	48.19	35	42.16	5	6.02
6	Planning and evaluation of lessons and monitoring of learning consistency	Nil	Nil	79	88.76	10	11.23	27	32.53	36	43.37	20	24.09
7	Ability to discover potentials in students	69	77.52	18	20.22	2	2.24	41	49.39	30	36.14	12	14.45
8	Ability to bring positive change in students	51	57.30	20	22.47	18	20.22	32	38.55	30	36.14	21	25.30
9	Good counselling skills	73	80.02	10	11.23	6	6.74	28	33.73	25	30.12	30	36.14
10	Ability to encourage parents' involvement in school activities	49	55.05	25	28.08	15	16.85	30	36.14	33	39.75	20	24.09
Total/Percentage		520	58.42	247	27.75	123	12.82	295	35.54	344	41.44	188	22.65

Keys: H=High
M=Medium
L=Low

Table 11 shows difference between old and young teachers on the levels of desirable attributes. The respondents rated high with 58.42% and 35.54% for old and young teachers. Thus, indicating that there is a difference between old and young teachers on level of desirable attributes. This is true since the percentage

of respondents who rated high for old teachers was above 50% while for young was less than 50%.

Research Question 7:

What measures can be put in place to ensure that desirable attributes are generally found among secondary school teachers in Delta State?

Table 12: Measures Put in Place to Ensure Desirable Attribute

S/N	Desirable Solution	Mean	Decision
1.	Only trained teachers should be appointed in schools	2.67	+
2.	Degree holders without professional teaching qualification should be employed as teachers	2.10	-
3.	Only certified teachers should be employed to teach in schools	2.64	+
4.	Secondary school teachers need to possess license	2.50	+
5.	Teachers should update their knowledge often	2.57	+
6.	Teachers must register with Teachers' Registration Council of Nigeria	2.79	+
7.	Proper supervision of teachers by principals and vice to ensure quality	2.80	+
8.	Ministry of Education should monitor and supervise teachers for effectiveness	2.73	+
9.	Prizes should be given to teachers for punctuality, transparency, honesty and diligence	2.55	+
10.	Inexperienced teachers should be attached to experienced ones for mentoring	2.68	+
11.	Principals should act as role models to teachers by maintaining standard	2.88	+
12.	Students' performance at the JSS, SSCE and NECO should be standards for determining teachers' promotions.	2.19	-

Keys: +=Agreed

-=Disagreed

Data in Table 12 shows measures put in place to ensure desirable attribute.

Respondents agreed on most of the item with mean scores of 2.67, 2.64, 2.50, 2.57, 2.79, 2.80, 2.73, 2.55, 2.68 and 2.88. But disagreed on degree holders without professional teaching qualification should be employed as teachers and students' performance at the JSS, SSCE and NECO should be standards for determining teachers' promotions with mean scores of 2.10 and 2.19.

Thus, measures put in place to ensure desirable attribute include; only trained teachers should be appointed in schools, only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often, teachers must register with teachers' registration council of Nigeria, proper supervision of teachers by principals and vice to ensure quality, ministry of education should monitor and supervise teachers for effectiveness, prizes should be given to teachers for punctuality, transparency, honesty and diligence, inexperienced teachers should be attached to experienced ones for mentoring and principals should act as role models to teachers by maintaining standard.

Hypothesis 1

There is no significant difference between male and female teachers in the level of desirable attributes present in them.

Table 13: t-Test Summary Table of Difference Between Male and Female Teachers on Level of Desirable Attributes

Variables	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Male Teachers	94	49.6	170	.05	0.897	± 1.96	Not Significant
Female Teachers	78	43.2					

Result in Table 13 shows difference between male and female teachers on level of desirable attributes. From Table 13 above, mean score of 49.6 and 43.2 was obtained for male and female teachers respectively. While, t-calculated value of 0.897 which was obtained is less than t-critical value of ± 1.96 at 0.05

level of significant. Thus there is no significant difference between male and female teachers in the level of desirable attributes present in them.

Hypothesis 2

There is no significant difference between urban and rural teachers on the level of desirable attributes present in them.

Table 14: t-Test Summary Table of Difference Between Urban and Rural Teachers on Level of Desirable Attributes

Variables	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Urban Teachers	97	62.9	170	.05	0.008	± 1.96	Not Significant
Rural Teachers	75	45.1					

Result in Table 14 shows difference between urban and rural teachers on level of desirable attributes. From Table 14 above, mean score of 62.9 and 45.1 was obtained for urban and rural teachers respectively. While, t-calculated value of 0.008 which was obtained is less than t-critical value of ± 1.96 at 0.05 level of significant. Thus there is no significant difference between urban and rural teachers in the level of desirable attributes present in them.

Hypothesis 3

There is no significant difference between experienced and less experienced teachers on the level of desirable attributes present in them.

Table 15: t-Test Summary Table of Difference Between Experienced and Less Experienced Teachers on Level of Desirable Attributes

Variables	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Experienced Teachers	101	63.2	170	.05	8.73	± 1.96	Significant
Less Experienced Teachers	71	32.5					

Result in Table 15 shows difference between experienced and less experienced teachers on level of desirable attributes. From Table 15 above, mean score of 63.2 and 32.5 was obtained for experienced and less experienced teachers respectively. While, t-calculated value of 8.73 which was obtained is greater than t-critical value of ± 1.96 at 0.05 level of significant. Thus there is a significant difference between experienced and less experienced teachers in the level of desirable attributes present in them.

Hypothesis 4

There is no significant difference between old and young teachers on the level of desirable attributes present in them.

Table 16: t-Test Summary Table of Difference Between Old and Young Teachers on Level of Desirable Attributes

Variables	N	\bar{x}	Df	Level of sign.	t-cal.	t-crit.	Decision
Old Teachers	89	52.0	170	.05	3.38	± 1.96	Significant
Young Teachers	83	29.5					

Result in Table 16 shows difference between old and young teachers on level of desirable attributes. From Table 16 above, mean score of 52.0 and 29.5 was

obtained for old and young teachers respectively. While, t-calculated value of 3.38 which was obtained is greater than t-critical value of ± 1.96 at 0.05 level of significant. Thus there is a significant difference between old and young teachers in the level of desirable attributes present in them.

Discussion of Findings

Finding on research question 1 revealed that profiles of desirable teachers attributes as perceived by principals of public secondary schools in Delta State include; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment/hard work, high enthusiasm for teaching, challenges students to think, humility, transparency, high situation cognition, high respect for students, passion for teaching and learning, enhancing surface and deep learning, exercising consistently high levels of professionalism, treatment of students justly and equitably, improvement of English language competence, energy, optimism, confidence, loyalty, stability, role-modelling, ability to take on new assignments, wisdom, monitoring of students, ability to counsel students, authoritative teaching, interpersonal and facilitating skills, planning and evaluation of lesson, ability to discover potentials on students, ability to bring positive change in students and ability to encourage individuality in school activities. This finding agrees with Henson and Chambers, (2002) who identify adaptability, agreeableness, caring, collegiality, enthusiasm, fairness, friendliness, good humor, high expectations, honesty, patience, respectfulness, and responsibility, as attributes possess by teachers. This finding is in line with

Guick, Shank, Jenkins and Metcalf (2003) report that effective teachers are enthusiastic, have warmth and possess a sense of humour. The authors clearly link these personality traits to student success. This finding support Gao and Liu, (2012) who stated that America and China possess six common categories of attributes: teacher knowledge, professional attitude, classroom performance, rapport establishing, student motivating, and personality.

Finding on research question 2 shows that level of desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students, professionalism, interpersonal and facilitation skills, planning and evaluation of lessons and monitoring of learning consistency and ability to bring positive change in students. This finding support Darling Hammond, Lafors and Snyder (2001) who revealed that that teachers have high level of attributes when they possess patience, professionalism, exemplary and genuine interest in the welfare of students, as well as qualifications based on measures of knowledge and expertise, education and experience account for a larger share of the variance in students' achievement.

Finding on research question 7 shows that measures put in place to ensure desirable attribute include; only trained teachers should be appointed in schools, only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often, teachers must register with teachers' registration council of Nigeria, proper supervision of teachers by principals and vice to ensure quality, ministry of

education should monitor and supervise teachers for effectiveness, prizes should be given to teachers for punctuality, transparency, honesty and diligence, inexperienced teachers should be attached to experienced ones for mentoring and principals should act as role models to teachers by maintaining standard. This finding support Erdle, Murray, and Rushton, (2005) who suggested that the personality traits of a teacher are important but have not been seen to invalidate or bias student ratings. However, measures such as; only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often can be taken to ensure positive attributes.

Finding on hypothesis 1 revealed that there is no significant difference between male and female teachers in the level of desirable attributes they possess. This finding support Bryant, Comisky, Crane, and Zillman (2000) observed that male instructors who frequently used humor were rated as better teachers compared to those who did not use humor, whereas female instructors who frequently used humor were rated as less effective compared to those who did not use humor. But this disagreed with Gorham and Christophel (2007) in their study did not find the significant difference between male and female teachers in the use of sense of humor.

Finding on hypothesis 2 revealed that there is no significant difference between urban and rural teachers in the level of desirable attributes. this finding supports Liu and Meng (2009) who explored Chinese perceptions of effective teacher personality traits in urban and rural areas, and then went on to check

whether these traits were consistent with those that other researchers had reported of effective teachers in America. The researchers discovered that high consistency exists between Chinese and American perceptions of effective teacher personalities traits in urban and rural areas.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was conducted to analyse desirable teachers attributes as perceived by principals in public secondary schools in Delta State. Seven research questions were raised and four hypotheses were formulated. The research design adopted for this study is the survey research design. The population of the study was made up of 372 public secondary school principals in Delta State. Out of this population, a sample of 185 was selected using stratified random sampling technique. The instrument used for data collection for the study was a self-designed questionnaire titled Desirable Teachers Attribute Questionnaire (DTAQ) which was validated though face validity. There after it was subjected to split-halve reliability test using 20 principals outside the area of study. the study employed percentage and mean scores to answer to the research questions while t-test was used to test the hypotheses formulated at 0.05 level of significant.

Findings

From the study the following findings were established:

1. Finding revealed that profiles of desirable teachers attributes as perceived by principals of public secondary schools in Delta State include; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment/hard work, high enthusiasm for teaching, challenges students

to think, humility, transparency, high situation cognition, high respect for students, passion for teaching and learning, enhancing surface and deep learning, exercising consistently high levels of professionalism, treatment of students justly and equitably, improvement of english language competence, energy, optimism, confidence, loyalty, stability, role-modelling, ability to take on new assignments, wisdom, monitoring of students, ability to counsel students, authoritative teaching, interpersonal and facilitating skills, planning and evaluation of lesson, ability to discover potentials on students, ability to bring positive change in students and ability to encourage individuality in school activities.

2. Finding shows that level of desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students, professionalism, interpersonal and facilitation skills, planning and evaluation of lessons and monitoring of learning consistency and ability to bring positive change in students.
3. Finding revealed that there is no difference between male and female teachers in the level of desirable attributes they possess.
4. Finding revealed that there is no difference between urban and rural teachers in the level of desirable attributes.
5. There is a difference between experienced and less experienced teachers on level of desirable attributes.

6. There is a difference between old and young teachers on level of desirable attributes.
7. Finding shows that measures put in place to ensure desirable attribute include; only trained teachers should be appointed in schools, only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often, teachers must register with teachers' registration council of Nigeria, proper supervision of teachers by principals and vice to ensure quality, ministry of education should monitor and supervise teachers for effectiveness, prizes should be given to teachers for punctuality, transparency, honesty and diligence, inexperienced teachers should be attached to experienced ones for mentoring and principals should act as role models to teachers by maintaining standard.

Conclusions

Profiles of desirable teachers attributes as perceived by principals of public secondary schools in Delta State include; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment/hard work. Level of these desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students. There is no difference between male and female, urban and rural teachers in the level of desirable attributes they possess. But there is a difference between experienced and less experienced, old and young teachers on

level of desirable attributes. however, measures such as only trained teachers should be appointed in schools, only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often can be put in place to ensure desirable attribute.

Recommendations

The following recommendations were made based on the findings from the study.

1. Teachers should intellectually be disposed towards discharging their assigned duties in order to make positive input in students' performance
2. Teachers should make punctuality to their duty post a priority, because it creates in the student a sense of discipline.
3. Teachers should be an embodiment of discipline for emulation by the students; this would go a long way in forming good habits in the student.
4. Teachers should make their appearance worthwhile, this is because a well-dressed teacher creates an atmosphere of friendliness
5. Teachers should make updating of their knowledge mandatory so as to enhance the impact they have on the students.

Contribution to Knowledge

The study has contributed the following to knowledge

1. The study established that profiles of desirable teachers attributes as perceived by principals of public secondary schools in Delta State include; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment/hard work, high enthusiasm for teaching, challenges students to think, humility and transparency.
2. The study revealed that level of desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students, professionalism, interpersonal and facilitation skills, planning and evaluation of lessons and monitoring of learning consistency and ability to bring positive change in students.
3. The study showed that measures put in place to ensure desirable attribute among teachers in Delta State include; only trained teachers should be appointed in schools, only certified teachers should be employed to teach in schools, secondary school teachers need to possess license, teachers should update their knowledge often, teachers must register with teachers' registration council of Nigeria, proper supervision of teachers by principals and vice to ensure quality, ministry of education should monitor and supervise teachers for effectiveness, prizes should be given to teachers for punctuality, transparency, honesty and diligence, inexperienced teachers should be attached to experienced ones for

mentoring and principals should act as role models to teachers by maintaining standard.

Suggestion for Further Study

This study was conducted to analyse desirable teachers attributes as perceived by principals in public secondary schools in Delta State. Other researcher who wish to carry out similar study should focus on other states of the federation as well as increase the sample of the study.

Department of Educational
Administration and Policy Studies.
Faculty of Education,
Delta State University, Abraka.
3 May, 2016.

Sir/Madam,

Letter of Introduction

I am a post graduate student of the Department of Educational Administration and Policy Studies in faculty of Education, Delta State University, Abraka. I am currently carrying out a research on Desirable Teachers Attributes as Perceived by Secondary School Principal in Delta State.

I humbly request you to provide answers to the following questions below by ticking or filling the space provided.

I honest assure you that whatever information provided would be treated with utmost confidentiality.

Thanks for your anticipated co-operation.

Moemka, R. O. (Mrs)

QUESTIONNAIRE

SECTION A – DEMOGRAPHIC INFORMATION

Gender: Male () Female ()

Location: Urban Area () Rural Area ()

Less Experienced 0-10years () Experienced 11 years and above ()

Young Teachers 25-40years () Old Teachers 41years and above ()

Section B

S/N	Desirable Attributes	SA	A	D	SD
1.	Great personality				
2.	Positive attitude to work				
3.	Patience				
4.	Punctuality				
5.	Knowledge of the subject matter				
6.	Inspiration of student				
7.	Innovative teaching methods				
8.	Great commitment/hard work				
9.	High enthusiasm for teaching				
10.	Challenges students to think				
11.	Honesty				
12.	Humility				
13.	Transparency				
14.	High situation cognition				
15.	High respect for students				
16.	Passion for teaching and learning				
17.	Enhancing surface and deep learning				
18.	Exercising consistently high levels of professionalism				
19.	Treatment of students justly and equitably				
20.	Improvement of English language competence				
21.	Energy				
22.	Optimism				
23.	Confidence				
24.	Loyalty				
25.	Stability				
26.	Role-modelling				
27.	Ability to take on new assignments				
28.	Wisdom				
29.	Ability to know the student individually				

30.	Monitoring of students				
31.	Ability to counsel students				
32.	Authoritative teaching				
33.	Interpersonal and facilitating skills				
34.	Planning and evaluation of lesson				
35.	Ability to discover potentials on students				
36.	Ability to bring positive change in students				
37.	Ability to encourage individuality in school activities				
B(ii)	Level of Desirable Attributes	High	Medium	Low	
38.	Strong subject competence				
39.	Patience, exemplary and genuine interest in the welfare of students				
40.	Professionalism				
41.	Enthusiasm				
42.	Interpersonal and facilitation skills				
43.	Planning and evaluation of lessons and monitoring of learning consistency				
44.	Ability to discover potentials in students				
45.	Ability to bring positive change in students				
46.	Good counselling skills				
47.	Ability to encourage parents' involvement in school activities				
B(iii)	Measures used to enhance Desirable Attributes	SA	A	D	SD
48.	Only properly trained teachers be appointed as secondary school teachers				
49.	Degree holders without professional teaching qualification be employed as a teachers				
50.	Secondary school teachers to possess teaching license				
51.	Teachers are to update their knowledge through teachers development				
52.	Proper supervision of teachers by principals and vice principals to ensure adequate coverage of subject content				
53.	Prizes be awarded to teachers on the basis of punctuality				
54.	Prizes be awarded to teachers on the				

	basis of regularity				
55.	Beginning teachers be attached to old teachers in the school				
56.	Experienced teachers to mentor inexperienced teacher				

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