
TEACHERS' PROFESSIONAL ROLE IN THE DEVELOPMENT OF ACADEMIC INTEGRITY AMONG PRIMARY SCHOOL PUPILS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

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Abstract

This study investigated the influence of teachers' professional roles in the development of academic integrity among pupils in Calabar South Local Government Area of Cross River State, Nigeria. Four hundred and twelve (412) teachers were selected using a simple random sampling technique. The instrument used was Teachers' Professional Roles and Academic Integrity Scale (TPRAIS). Data collected were analysed using independent t-test and ANOVA. The results indicated that teachers' attitude to instruction, teacher-pupils relationship and teachers' knowledge of assessment of the affective domain significantly influence pupils' development of academic integrity. Therefore, it was recommended, among others, that teachers should develop positive attitude towards instruction. Teachers should serve as mentors or role models to their pupils, and workshops/seminars should be organised on proper assessment of the affective domain for teachers in the State.

Keywords: Teachers Professional role, academic integrity, affective domain, assessment.



Introduction

The teacher is an indispensable icon on the desktop of every educational programme. His place at the foundational level of education, according to the National Policy on Education (NPE), is one that should never be ignored because of the all-important role it plays in the learning of the pupils and their affective development. The affective domain is one of the three domains of learning as propounded by Benjamin Bloom in the year (1964). It has been observed that the affective domain of learning is neglected by teachers and most measurement

experts, especially at the primary school level where character moulding ought to be one of the most focal objectives and priority.

The affective domain of learning is categorised into levels which include: receiving, responding, valuing, organisation and characterisation. The domain covers values-attaching worth to ideas, integrity, developing affection for someone or things, aesthetics and feelings. It also covers emotions, beliefs, appreciation, enthusiasms and other positive things learnt unconsciously or covertly taught in the classrooms. On the strength of the above,

one will expect that every primary school child's affective component of learning, if properly developed, will greatly enhance integrity building and create a corruption-free society. And, the teacher, especially at the primary school level, should be accountable.

Recent societal ills happening locally and intentionally have left so many persons including educationists in awe. These ills range from cultism, armed robbery, cyber-crime, addiction to drugs, low self-esteem, involvement in examination malpractices, academic fraud, and sex for grade, among others. One is then worried about these happenings after so much has been done including the high level of sensitisation by clubs and other organisations, establishment of anti-cult units and clubs in schools, increase in the number of Faith-Based Organisations (FBOs) preaching about such ills, organising orientation programmes for fresh men and women. But the rate of crimes and negative vices among youths is worrisome.

Given the above scenarios or condition at the higher levels of education, one will ask: Are teachers at the primary school level carrying out their professional responsibilities diligently to ensure the affective domain of learning is properly trained and assessed? This paper seeks to find out if the teachers at the primary level of education have properly done their part in the character molding and development of the affective domain of the pupils. The work also seeks to check if there are other variables that may be intervening in the developmental stages of these pupils' growth and schooling. This research will cover teachers' attitude to instruction, teacher-pupils relationship, and teachers' knowledge of the affective domain of learning.

Review of related literature

The review of literature is based on the variable of the study:

Teachers' attitude to instruction and academic integrity of pupils in the primary school.

Barabara, Julie, Fay & Jim (2014), in their research established the fact that emotional intelligence can be strengthened through

appropriate attitude of teachers towards instruction. They further found that emotions grow with age and proper guide by teachers is very crucial in the development of academic integrity. They recommended the use of Promotion of Alternative Thinking Strategies (PATHS) curriculum as a veritable tool for promoting emotional competence in children and young people. They encourage the use of PATHS curriculum because of its clear conceptualisation of emotions and emotional development. Barabara et al (2014) carried out the research using one class of 9 and 10 years old pupils. Target children were selected from within this group for closer monitoring. The outcomes suggest that PATHS relate very positively to class teachers, pupils and other staff involved in the research. Positive emotional, social, and behavioral changes in the class and at individual level were attributed to the effects of PATHS. So it was concluded that appropriate attitudes to teaching enhance positive character development among pupils.

Moreover, The National Policy on Education (2008) specified, among other things, that the quality of instruction at all levels should be tailored toward the inculcation of some specified values like: respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, moral and spiritual principles in interpersonal and human relationships, shared responsibility for the common good of the society, among others (Federal Republic of Nigeria, 2014). A critical examination of the above values will leave one in a gap of not knowing if teachers at the primary school level have the right attitude towards instruction and the internalisation of the right values by the pupils and the approach of teachers in their instruction strategies or methods. Pauline, Lani, & Mel (2004) asserted that attitude to instruction and approaches greatly enhance pupils' proper development of the affective domain, stating that using appropriate teaching strategies to teach, pupils with special needs should equally be considered by the teachers for the purpose of inclusion.

Barry, & Richard (2005) opined that in teaching to mould proper emotions, teachers

should support the inclusion of pupils with social, emotional and behavioural difficulties in the primary school. They recommended the introduction of teaching assistants in all classes to ensure that every child in the class is given the required attention. Licette, Janet, & Lovise (2015) posited that the best teaching method to be utilised by teachers is emotional coaching. They see the method as a universal strategy for supporting sustainable emotional and behavioural well-being within the community and educational context. The method promotes resilience and skills and also locates it with a broader social agenda. Some of the elements of emotional coaching reflect a bio-psycho-social model for universal well-being and are informed by theory and research. It helps to create and nurture relationships among pupils in the classroom.

Jennifer, Carmel, & Mannix (2010) reviewed the priority of the development of pupils' affective and epistemic development. They recommended the poetry and pedagogy pattern of teaching to enhance affective development within the classroom. The researchers used questionnaire to obtain data for over three years from 2007 to 2010 from 80 post-primary teachers and 200 primary school teachers. The result of the analysis highlighted the malign impact of different teaching methods; so a recommendation for pedagogical redress was made, advising teachers to develop positive attitudes towards instruction and use appropriate teaching methods. From all the literature reviewed, it is clear that teachers who use appropriate teaching techniques with positive attitude towards instruction significantly contribute to pupils' integrity and character development while the reverse is the case if negative attitude to instruction is displayed by teachers.

Teacher-pupils relationship and the development of academic integrity

Despina, Gerard, & Ron (2018) posited that school teachers should not only act as educators by delivering the national curriculum to the pupils; they should also be mentors that are more involved as tier 1 mental health professionals. In doing so, they will identify

children's mental health problems early and refer them to the appropriate experts as required. Bales (2010), an early observer of small-group interaction, described interaction as resulting when two or more persons behave overtly towards one another so that each receives some impression or perception of the other to incur reaction. This implies that teachers are encouraged to relate properly with pupils with good observational skills as that could enhance good morals and integrity development.

Evans (2006) confirmed that teacher-pupil relationship is a wide term, and studies of this relationship cover such topics as the influence of teachers on the immediate behaviour of their pupils, their intellectual and social development, the contribution which teachers make to the mental health and adjustment of the children. How much teachers can contribute to the integrity development of pupils is shown in an experiment in which twenty- three maladjusted children were left to the care of their teachers.

The children were all of normal intelligence and achievement, so that they presented a psychological rather than an educational problem. Over a period of two years all, except five, improved considerably, the improvement being most marked in the case of children who were severely maladjusted as to need specialist care. Empathetic and sympathetic teachers can do much more to ensure that their pupils achieve a satisfactory level of academic integrity, honesty, character development and good mental health. This calls for a depth of understanding which is part of the teachers' personality rather than intelligence. He concluded that teacher-pupil relationship and pupil-pupil relations are positively associated with societal involvement. Level of involvement differed among pupils based on individual differences, implying that individual differences can also contribute to character adjustment. This amplifies the difference in pupils' levels of adjustment in the above research of academic integrity development. So a recommendation was made, that observations should be made by teachers to explore the classroom interrelation and their influence on

developing societal involvement. Frank, Wanders & Anne (2019) carried out a research with the goal of examining the relations between teachers and pupils and between pupils and pupils on social involvement in Dutch primary schools. To estimate this cross-sectioned multi-level analysis was used, a rich combination of datasets from the Netherlands was used. The result showed that teacher-pupils' relationship does not significantly influence pupils' development of academic integrity but pupils-pupils' relationship does.

Teachers' knowledge of affective domain assessment and pupils' development of academic integrity among pupils

Ofem (2018), in a research to find out the differential level of assessment among primary school teachers, found out that most primary school teachers devote their attention only to the assessment of the cognitive domain, thereby neglecting the assessment of psychomotor and affective domains of learning. This, to the researcher, may be because of the lack of knowledge or skills of the assessment of the affective domain. He recommended, among others, that the proper assessment of the other domains of learning apart from the cognitive aspect should be encouraged. Wilson (2018) examined the assessment of the three domains of learning. The author observed that most teachers lack the required knowledge of measuring the affective domain of learning. He stated that objectives like feel, sense, capture, conform, allow, believe, seek, examine, clarify, internalize, etc. are often used in the measuring process to reflect the measurement of the affective domain, but most teachers state objectives that do reflect the domain.

Ukah (2018), in a research to find out teachers' effectiveness in the assessment of the affective domain, found that instructional objectives most times are not stated in specific, measurable, and observable terms and, as such, leaves the teacher with no option than to ignore the measurement of this domain of learning. He further stated that a neglect of this very essential domain of learning calls for imminent doom among learners. He advised that

objectives are the foundation on which assessment is based, so it should be given its utmost attention. Mental orientation towards concepts which are generally referred to as values and attitudes is also attached to mental categories, so it should be given adequate attention to enhance character development.

Assessment tools used in the measurement of the affective domain, like the self-report form, rating scale, semantic differential scales, Likert scale, checklist, etc. are, most times, not utilised by teachers, says Agbor (2018). He concluded that the neglect of these appraisal tools has resulted to the wrong assessment or evaluation of the affective domain by teachers in Wukari L.G.A. of Taraba State. Some available literature reviewed for this variable show that teachers' knowledge of assessment procedure, greatly influences pupils' academic integrity development or building, because the pupils will conduct themselves well when they know their teachers are keeping a comprehensive and holistic record of their actions and inactions and, as such, they will consciously develop a positive integrity towards their academics.

Purpose of the study

The main purpose of this study is to investigate the influence of teachers' professional roles in the development of academic integrity among pupils in Calabar South Local Government Area of Cross River State. Specifically, it seeks to:

1. Evaluate the influence of teachers' attitude towards instruction on the development of academic integrity amongst pupils.
2. Find out how teacher-pupils relationship influences pupils' development of academic integrity?
3. Examine the extent to which knowledge of affective domain assessment influences the development of academic integrity among pupils.

Research questions

1. How does teacher's attitude towards instruction influence the development of academic integrity among pupils?
2. How does teacher-pupils relationship influence pupils' development of academic integrity?
3. How does teachers' knowledge of affective domain assessment influence pupils' development of academic integrity among pupils?

Hypotheses

1. Teachers' attitude towards instruction does not significantly influence development of academic integrity of pupils.
2. Teacher-pupils relationship does not significantly influence the development of academic integrity among pupils.
3. Teachers' knowledge of affective domain assessment does not significantly influence pupils' development of academic integrity.

Methodology

Survey design was adopted for this study. The study area was Calabar South Local Government Area of Cross River State, Nigeria. Simple random sampling technique was used to select a total of 412 teachers in the study area. A questionnaire titled "Teachers Professional Role and Academic Integrity Scale (TPRAIS) was used for data collection. The questionnaire was validated by three experts in Educational Measurement and Evaluation and the reliability was established using Cronbach Alpha and the coefficient of the subscale ranges from .71 - .83. This shows that the instrument was reliable. Data collected by the researcher were analysed using independent t-test and ANOVA. The result is presented below:

H₀₁: There is no significant influence of teacher's attitude to instruction on academic integrity of pupils.

The independent variable is teacher's attitude to instruction categorised as positive and negative attitude to instruction while the dependent variable is academic integrity. To test this hypothesis, independent t-test was used for analysis and the result showed that ($t=4.232, p<.05$).

Table 1**Independent t-test analysis of the influence of teacher's attitude to instruction on academic integrity of pupils**

Variable	N	X	S.D	df	t-cal	p-val
Positive attitude	210	18.54	3.82	410	4.232	.000
Negative attitude	202	15.04	2.98			

Since $p (.000)$ is less than $p (.05)$, it implies that there is a significant influence of teachers' attitude towards instruction on academic integrity of pupils. Hence, the null hypothesis is rejected. The result is presented in Table 1 above.

H₀₂: There is no significant influence of teacher-pupils' relationship on academic integrity of pupils. The independent variable is teacher-students' relationship categorised as cordial and not cordial while the dependent variable is academic integrity. To test this hypothesis, independent t-test was used for analysis and the result showed that ($t=-3.987, p<.05$).

Table 2**Independent t-test analysis of the influence of teacher-students' relationship on academic integrity among pupils**

Variable	N	X	S.D	Df	t-cal	p-val
Cordial	225	17.34	2.09	410	3.987	.000
Not cordial	187	13.03	3.63			

Since $p (.000)$ is less than $p(.05)$, it implies that there is a significant influence of teacher-students relationship on academic integrity among pupils. Hence, the null hypothesis is rejected. The result is presented in Table 2 above.

H₀₃: There is no significant influence of teacher's knowledge of assessment procedure on academic integrity of pupils. The independent variable is teacher's knowledge of assessment procedure categorised as high, moderate and low while the dependent variable is academic integrity. To test this hypothesis, one way analysis of variance was used and the result shows that ($F=23.092$, $p<.05$).

Table 3**One way analysis of variance (ANOVA) result on the influence of teacher's knowledge of assessment procedure on academic integrity of pupils**

Variable	N	X	S.D			
High	178	13.23	2.83			
Moderate	132	11.02	3.39			
Low	102	10.32	3.76			
Total	412	21.02	5.87			
Source of variation	SS	Df	MS	F	p-val	
Between	2690	2	1345	23.09	.000	
Within	23820.16	409	58.24			
Total	26510.16	411				

Since $p (.000)$ is less than $p(.05)$, it implies that there is a significant influence of teacher's knowledge of assessment procedure on academic integrity among pupils. Hence, the null hypothesis is rejected. The result is presented on Table 3.

Discussion of findings**Hypothesis one**

Stated that teachers' attitude to instruction does not significantly influence the development of academic integrity among pupils in the primary school.

The result of the analysis shows that teachers' attitude to instruction significantly influences pupils' development of academic integrity. The result above agrees with Barry & Richard (2005), who found out that the attitude (positive or negative) teachers exhibit toward

instruction can make the pupils either sustain their home-internalised or built values of integrity or destroyed it. This result is also in line with the findings of Jennifer, Carmel, & mannix (2010) who stated that teachers who develop positive attitude towards instruction end up producing pupils who will equally have a positive attitude toward academic integrity.

Hypothesis two

Stated that teacher-pupils' relationship does not significantly influence the development of academic integrity among pupils.

The result of the analysis shows that positive teacher-pupils' relationship significantly influences the development of academic integrity; so the null hypothesis was rejected. The result of the finding above is in line with Evans (2006) who came out with a research on the influence of teacher-pupils relationship and the honesty level of pupils. The result of the findings shows that teachers' relationship with pupils greatly influences their character development and the virtues they exhibit. It also goes a long way to explain the fact that pupils learn also through observation of significant others in their environment in which the teacher is one prominent factor. This fact has been put up by Bandura in his social learning theory.

The result also confirms the finding of Bales (2010), who found that teachers that are always honest to their colleagues and pupils greatly influence the level of honesty internalised by the pupils. Conversely, the teacher who is always dishonest inculcates into the pupils unconsciously the negative influence of dishonesty. This result agrees with the national occurrences in our schools and homes where children tend to imitate the lifestyles exhibited by the people around them. This result clearly points to the fact that every interpersonal relationship creates great influence on the parties involved. This influence may be positive or negative.

Hypothesis 3

Stated that teachers' knowledge of affective domain assessment does not significantly influence pupils' development of academic integrity. The result of the above hypothesis shows that teacher's knowledge of the assessment procedure of the affective domain greatly influences pupils' proper development of academic integrity and character. This result agrees with Ofem (2018) who carried out a research to find out teachers' knowledge of assessment techniques, using 510 teachers drawn randomly from five L.G.A.s in Cross

River State. The result after analysis shows that most teachers lack the requisite skills to properly measure and record the honesty level, integrity and character development of pupils.

The result of this finding also agrees with the findings of Wilson (2018) who opined that teachers should be trained periodically on the proper appraisal technique required to assess the pupils. Moreover, there are other past researchers like Ukah (2018) who surmised that teachers should ensure proper record keeping of their pupils' achievements and a Likert observational scale should be developed and kept in schools to present a neat and comprehensive record of all the behaviours from the pupils. This result is not far from the truth owing to the attitude teachers put up in assessing the affective component of the result sheet of pupils. A proper examination of those results issued to the pupils show that most teachers tick that section arbitrarily without reflecting the true value of pupils' behaviour in schools.

Conclusion

Based on the findings, it was concluded that teacher's attitude to instruction, teacher-pupils' relationship, and teachers' knowledge of assessment of the affective domain significantly influence the academic integrity of pupils in primary schools in Calabar South L.G.A. of Cross River State, Nigeria.

Recommendations

Based on the findings, it is recommended, among others, that:

- a. Teachers should develop positive attitude towards teaching or instruction of primary school pupils. In Calabar South L.G.A. of Cross River State and the entire state in general.
- b. Also, positive teacher-pupils relationship is greatly encouraged to influence pupils positively in building their academic integrity.
- c. Furthermore, it is recommended that teachers should be trained by experts on the proper evaluation techniques of the affective domain of learning.

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