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TEACHERS' PROFESSIONAL ROLES IN THE MANAGEMENT OF PUPILS' WELLBEING IN NORTH-CENTRAL NIGERIA

By

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Abstract

This study investigated teachers' professional roles in the management of pupils' wellbeing in Nigeria. Specifically, the objectives of this study are to determine the relationship that exists in teachers' administrative role, guidance role, teaching role in the management of pupils' wellbeing in public primary schools in North-central zone, Nigeria. To achieve this, three hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled "Teacher Roles in the Management of Pupils' Wellbeing Questionnaire" (TRMPWQ) was used to collect information for the study. This study focused on public primary schools in North-Central zone, Nigeria. The population of this study comprised all 12,775 head teachers in public primary schools in North-Central who are considered more appropriate in the assessment of teachers' roles. Sample of 375 headteachers were proportionally selected in the seven States. Stratified random sampling technique was used to select primary school head teachers from the sample schools. This was to ensure that all categories of head teachers were given equal chance of being selected. The data collected were analyzed using Pearson Product Moment Correlation statistical analysis. All hypotheses were tested at the 0.05 level of significance. The result revealed that there was a significant relationship between teacher administrative role, guidance role, teaching role and management of students' wellbeing in Nigeria. It was recommended that efforts should be made by teachers to continue improve on their administrative role by effectively supervising students in order to maintain punctuality and discipline, organizing and grouping pupils in the most efficient manner to improve pupils' wellbeing; provide guidance services to students by guiding them into the right direction, enabling the pupils to develop positive self- image, building a warm and conducive learning environment in order to foster effective students' wellbeing in Nigeria.

Keywords: professional role, teacher, management, students' wellbeing, Nigeria.

Introduction

Teacher play a crucial role in promoting the intellectual, physical, social, emotional, spiritual, moral and wellbeing of students which beyond academic outcomes. In education, wellbeing is important in the sense that students with higher levels of wellbeing tend to have social and emotional skill such as self-awareness, responsibility and empathy.

Students or pupils' wellbeing generally means relatively consistent and sustainable state of positive mood, resilience and satisfaction with self, relationships and experience at school. Wellbeing implies the combination of feeling good and functioning effectively toward maximizing the potential of which an individual is capable (Babington, 2006). Students' wellbeing is a positive state of mood brought about by simultaneous satisfaction of personal and collective needs of students (Prilleltensky & Prilleltensky, 2006). In addition, students' wellbeing is the degree to which student is functioning effectively in terms of cognitive, emotional, social, physical and spiritual in the school (Fraillon, 2004)

Teacher administrative role is a powerful instrument for achieving student's high performance, maintaining strong community of learners and creating strong relationship between teachers, students/pupils, parents and school. The position of teacher is very important in the

management of students' wellbeing. Apart from teaching in the classroom, the teacher is responsible for effective control and coordination of students towards the realization of educational goals and objectives. It is known fact that teacher contributes immensely in the development of human resources need for the productivity of nation.

Teacher as a classroom administrator performs many functions that make the school to be effective and improve students' wellbeing such functions include: planning, supervision, motivation, development and evaluation of students among others. The teacher identifies different strategies by which to achieve the stated goals and objectives through effective planning of subject to be taught, efficient means of using minimum resources to get maximum results or outcome. Teacher need to supervise the class work which is been done by students and ensuring that classroom activities are carried in line with sets standard. The teacher as a classroom administrator encourage and inspire students in order to get the best out of them, which is perquisite of managing their wellbeing. Teacher also help students improve through knowledge, attitude and skill. The final part of the administrative role of teacher is to assess the results of students and them with the set objective in order to provide feedback needed by the society.

The knowledge of guidance and counselling role is essential for teachers to promote student learning and wellbeing. Teacher can play a key role in resolving student's issues and concern in the area of addressing the mental, emotional and physical needs of students. Guidance and counselling role of teacher is important because it is an information generating device aimed at utilizing desirable advisory techniques to help students improve their wellbeing and the achievement of their goals and aspirations. Guidance role of teacher is a harmonizing means of controlling students' emotional upheavals, frustration and vaulting ambition to create a conducive learning. Students need the guidance of teacher from to overcome some problems that might hinder them from maximizing the benefits of instructional experiences offered in school. The difference in the cultural background, spiritual, physical and emotional state of students make it imperative for teacher guidance role to go hand in hand with teaching in order to provide enabling environment for the achievement of educational goals and objectives.

Teacher teaching role is a continuous process that promote mastering of subject matter and development of new proficiency toward improving student learning and emotional wellbeing. Teacher play vital roles in lives of students in their classroom by building a conducive environment, mentor and nurturing students so as to become useful member in the society.

Several studies have been carried out in the area of teacher and wellbeing of students or pupils. Schwebel (2017) investigated spiritual and wellbeing: primary teacher and school counsellor perspective. The study explored teachers and counsellors perceptions of spiritual wellbeing and how these may impact their ability to address spiritual wellbeing in practice. Curry and O'Brien (2012) carried out shifting to a wellness paradigm in teacher education: A promising practice for fostering teacher stress reduction, burnout resilience and promoting retention. Sue (2012) conducted pupil wellbeing- teacher wellbeing: two sides of the same coin. Karen, Bert, Antonia and Yves (2008) carried out the importance of pre measurements of wellbeing and achievement for students' current wellbeing. There are several areas on teacher education and management of students' wellbeing that are yet to be covered by these scholars. These areas include teacher roles and management of students' wellbeing, especially in North-central zone, Nigeria. This study on professional roles of teacher and management of students' wellbeing in Nigeria therefore endeavor to fill part of these gaps yet to be covered.

The following objectives have been formulated to achieve the aim to:

- i. Determine the relationship between teacher administrative role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria.

- ii. Examine the relationship between teacher guidance role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria.
- iii. Identify the relationship between teacher teaching role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria.

Research Questions

The following research questions were raised to guide the conduct of this study:

- i. Does teacher administrative role improve students' wellbeing in public primary schools in North-central zone, Nigeria?
- ii. Does teacher guidance role enhance students' wellbeing in public primary schools in North-central zone, Nigeria?
- iii. Do teacher teaching role bring about effective students' wellbeing in public primary school in North-central zone, Nigeria?

Research Hypotheses

The following hypotheses were formulated and answered:

- i. There is no significant relationship between teacher administrative role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria.
- ii. There is no significant relationship between teacher guidance role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria.
- iii. There is no significant relationship between teacher teaching role and management of pupils' wellbeing in public primary schools in North-central zone, Nigeria. .

Theoretical Framework

The theoretical framework of this study is developed based on equity theory of administration. The equity theory was postulated by Adam (1963) as cited in Eimuhi (2013). The theory attempts to explain rational satisfaction in terms of perceptions of fair/unfair distributions of resources among peoples within the organisation. The theory explain that workers seek to maintain equity between the inputs that they bring to a job and the outcomes of others. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organisation. This theory can also be applicable to school system in that it is useful to educational managers in ensuring that teachers are treated equitably well so as to bring out best in students for the attainment of students' wellbeing and educational objectives.

Methodology

Research Design

Quantitative research design was used in this study. This design was considered appropriate because of opportunity to obtain the opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach reasonable conclusion about the population from the findings of the study.

Population and Sampling

This study focused on public primary education in North-Central, Nigeria. There are 12,775 primary schools in North-Central. The target population of this study comprised all 12,775 head teachers in public primary schools in North-Central. The researcher considered it appropriate that the headteachers can best assess the roles of their teachers. Sample of 375 headteachers were therefore selected with the use of Research Advisor (2006) table of determine sample size of known population. Proportional random sampling technique was used to select sample of 375 head teachers, this involved obtaining the population of head teachers in each of the selected primary

schools in North-Central and selecting the sample proportionally from these populations as shown in table 1. The technique is appropriate for this study because it give room for the selection of a true sample of the target population. Stratified random sampling technique was used to select primary school head teachers from the sample schools. This was to ensure that all categories of head teachers and teachers were given an equal chance of being selected.

Table 1: Population Sample of Head Teachers in North-central

S/N	North-Central states	Number of primary schools	Number of selected head teachers
1	Benue	2,661	78
2	FCT	495	15
3	Kogi	2,096	62
4	Kwara	1,406	41
5	Nasarawa	1,278	37
6	Niger	2,834	83
7	Plateau	2,005	59
	Total	12,775	375

Source: Universal Basic Education Commission (2017)

Instrumentation

A self-constructed questionnaire titled "Teachers' Roles in the Management of Pupils' Wellbeing Questionnaire" (TRMPWQ) was the instrument used for data collection. The instrument had two sections; section A elicited personal information of teachers, while section B elicited information concerning the teacher roles in the management of students' wellbeing. The head teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strong Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

Validity and Reliability

To ensure content validity of the instrument, draft copies of the instruments were given to three experts in educational management and three experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. Also 20 corrected copies were further administered to head teachers who are part of the sampled to examine their understanding of the items of the wording, instructions and understandability of the scales and questions in order to detect if there is any difficulties that may arise in filling the questionnaire. Therefore, some suggestion made were effected appropriately before sending out final copies. Instrument reliability was ensured by using Cronbach's alpha; the instrument reliability index was .76. The corrected questionnaires were distributed with the help of six research assistants to the teachers of sample schools in order to ensure higher return rates.

Data Collection Process

The researcher with the help of six research assistants personally administered the instruments to the head teachers of the sample primary schools. The researcher and the research assistants waited for the head teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments, the instruments were retrieved and scored. This method facilitated on the spot collection of the instrument and hundred percent retrieval. Effective administration of questionnaires was also aided by cooperation of colleagues and friends

in the sample schools. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

Data Analysis

Qualitative analysis were used to answer the research questions. The data collected for the study were analyzed using Statistical Packages for Social Science (SPSS, version 22). The data were screened before analysis. Missing data was not an issue in this study because researcher with the help of research assistants administered the questionnaire to the respective participants and make sure the questionnaire is appropriately filled in the process of collecting. The research questions were answered using mean and standard deviation while Pearson Product Moment Correlation statistic was used to answer the research hypotheses at (0.5) level of significance to determine the acceptance or rejection of the hypotheses.

Findings

This section discusses the result of the findings. The findings were organized based on research objectives.

Teacher Administrative Role

Descriptive statistics were used to analyze the data collected from 375 headteachers in public primary schools in North-central. The analysis yielded results as shown in Table 2.

Table 2: Teacher Administrative Role

S/N	Teacher Administrative Role	Head teachers Responses		Decision
		Mean	SD	
1	Teacher effective supervision of classroom help in maintaining punctuality and discipline in pupils.	2.90	0.965	Agreed
2	Teacher administrative role of organizing and grouping pupils in the most efficient manner improve pupils' wellbeing.	2.94	0.916	Agreed
3	Teacher role in synchronizing and harmonizing pupils' effort help improve pupils' wellbeing.	2.93	0.966	Agreed
4	Teacher exchange of information with parents help in initiating actions in solving problem.	2.89	1.013	Agreed
5	Teacher continuously evaluating and assessing pupils' learning to improve pupils' wellbeing.	2.83	1.009	Agreed
	Grand Mean	2.90	0.974	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree)

As shown in Table 2, the overall mean for head teachers on teacher administrative role is 2.90 (SD = 0.974). This could be interpreted that participants agreed that teacher administrative role improve pupils' wellbeing. The results of the analysis for each teacher administrative role indicated that three out of the five items showed a higher mean than or equal to the overall mean value. The items are: teacher effective supervision of classroom help in maintaining punctuality and discipline in students (M = 2.90, SD = 0.965), followed by teacher administrative role of organizing and grouping pupils in the most efficient manner improve pupils' wellbeing (M = 2.94, SD = 0.916), Teacher role in synchronizing and harmonizing pupils' effort help improve pupils' wellbeing (M = 2.93, SD = 0.966).

Meanwhile, the other two items - Teacher exchange of information with parents help in initiating actions in solving problem (M = 2.89, SD = 1.013) and Teacher continuously evaluating

and assessing pupils learning to improve pupils' wellbeing ($M = 2.83$, $SD = 1.009$) showed lower mean than the overall mean of teacher administrative role. Meanwhile, all five items of teacher administrative role have mean values (2.90) that are interpreted as agreed. This shows that the participants agreed that teacher administrative role improve management of students' wellbeing in public primary schools in North-Central.

Teacher Guidance Role

The second research objective is about the relationship between teacher guidance role and management of pupils' wellbeing in public primary schools as shown in the following:

Table 3: Teacher Guidance Roles as Responded by Head Teachers

S/N	Teacher Guidance Role	Head Teacher Responses		Decision
		Mean	SD	
6	Teacher role in guiding pupils' into the right direction help in improving their wellbeing.	2.87	0.966	Agreed
7	Teacher guidance role enable the pupils to develop positive self- image.	2.88	0.964	Agreed
8	Teacher guidance role help to encourage pupils to develop good interpersonal relationship.	2.84	0.545	Agreed
9	Teacher guidance role equip students with the skills of making appropriate and satisfying choices.	2.85	1.022	Agreed
10	Teacher guidance role help in refining pupils characters and personalities to adjust and adapt with changes in life.	2.87	0.971	Agreed
	Grand Mean	2.86	0.894	

(Mean > 2.50 Agree, Mean < 2.50 Disagree). Researcher field work

The second research objective is about teacher guidance role shown in Table 3, the overall mean for head teachers and teachers' perception of provision of adequate fund is 2.86 ($SD = 0.894$). This could be interpreted that participants agreed that teacher guidance role help in enhancing management of pupils' wellbeing. The results of the analysis for each items indicated that three out of the five showed a higher mean than the overall mean value. The items are: Teacher role in guiding students into the right direction help in improving their wellbeing ($M = 2.87$, $SD = 0.966$), followed by Teacher guidance role enable the pupils to develop positive self- image ($M = 2.88$, $SD = 0.964$), and Teacher guidance role help in refining pupils' characters and personalities to adjust and adapt with changes in life ($M = 2.87$, $SD = 0.971$).

Meanwhile, the other two items – Teacher guidance role help to encourage pupils to develop good interpersonal relationship ($M = 2.84$, $SD = 0.545$) and Teacher guidance role equip pupils with the skills of making appropriate and satisfying choices ($M = 2.85$, $SD = 1.022$) showed lower mean than the overall mean of teacher guidance role. Therefore, all five items of teacher guidance role have mean values (2.86) which is higher than criterion mean of 2.50 that are interpreted as agreed. This shows that the participants agreed that teacher guidance role enhance effective management of pupils' wellbeing in public primary schools in North-Central.

Teacher Teaching Role

Descriptive analysis of the data collected from 375 head teachers in public primary schools in North-Central. The analysis yielded results in Table 4.

Table 4: Teacher Teaching Role

S/N	Teacher Teaching Role	Head teachers Responses		Decision
		Mean	SD	
11	Teacher role in setting the tone of classroom effectively improve pupils' wellbeing.	2.87	0.954	Agreed
12	Building a warm and conducive learning environment improve pupils' wellbeing.	2.91	0.958	Agreed
13	Teachers' role of impacting knowledge to pupils enhance their wellbeing.	2.67	0.724	Agreed
14	Mentoring and nurturing pupils to become role models improve their wellbeing.	2.83	1.014	Agreed
15	Teacher interpersonal relationship with pupils foster their wellbeing.	2.87	0.975	Agreed
	Grand Mean	2.83	0.742	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

As shown in Table 4, the overall mean for head teachers on teacher teaching role is 2.82 (SD = 0.742). This could be interpreted that participants agreed that teacher teaching role bring about effective management of pupils' wellbeing. The results of the analysis for each items indicated that four out of the five showed a higher mean than or equal to the overall mean value. The items are: teacher role in setting the tone of classroom effectively improve pupils' wellbeing (M = 2.87, SD = 0.954), followed by building a warm and conducive learning environment improve pupils' wellbeing (M = 2.91, SD = 0.958), mentoring and nurturing pupils to become role models improve their wellbeing (M = 2.83, SD = 1.014) and teacher interpersonal relationship with pupils foster their wellbeing (M = 2.87, SD = 0.975).

Meanwhile, the other one items – teacher role of impacting knowledge to pupils enhance their wellbeing (M = 2.67, SD = 0.724) showed lower mean than the overall mean of teacher teaching role. Therefore, all five items have mean values (2.83) which is higher than criterion mean of 2.50 that are interpreted as agreed. This shows that the participants agreed that teacher teaching role bring about effective management of pupils wellbeing in public primary schools in North-Central.

Hypotheses Testing

The analysis method applied in the course of the research work was Pearson Product Moment Correlation statistical analysis to test the set hypotheses as follow:

H₀₁: there is no significant relationship between teacher administrative role and management of students' wellbeing in public primary in North-central zone, Nigeria

Table 5: Teacher Administrative Role and Management of Pupils' Wellbeing.

Variable	N	$\bar{x}$	SD	Df	Cal-r	p-value	Decision
Teachers' administrative role	375	11.64	3.727	749	0.91	0.00	Rejected
Pupils' wellbeing	375	2.89	0.971				

Table 5 indicates that calculated r -value = .91 and p value is .000 at the 0.05 level of significance. This shows that there is a positive and significant relationship between teacher administrative role and management of pupils' wellbeing in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between teacher administrative role and management of students' wellbeing in public primary schools is rejected.

H₀₂: There is no significant relationship between teacher guidance role and management of pupils' wellbeing in public primary schools.

Table 6: Teacher Guidance Role and Management of Pupils' Wellbeing.

Variable	N	$\bar{x}$	SD	Df	Cal-r	p-value	Decision
Teachers' guidance role	375	11.90	3.823	749	0.91	0.00	Rejected
Pupils' wellbeing	375	2.85	0.985				

Table 6 indicates that calculated r -value = .91 and p -value is .000 at the 0.05 level of significance. This shows that there is a positive and significant relationship between teacher guidance role and management of pupils' wellbeing in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between teacher guidance role and management of students' wellbeing in public primary schools is rejected. .

H₀₃: There is no significant relationship between teacher teaching role and management of pupils' wellbeing in public primary schools.

Table 7: Teacher Teaching Role and Management of Pupils' Wellbeing

Variable	N	$\bar{x}$	SD	Df	Cal-r	p-value	Decision
Teacher teaching role	375	11.67	3.793	749	0.90	0.00	Rejected
Students' wellbeing	375	2.85	0.985				

Table 7 indicates that calculated r -value = .90 and p value is .000 at the 0.05 level of significance. This shows that there is a positive and significant relationship between teacher teaching role and management of pupils' wellbeing in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between teacher teaching role and management of students' wellbeing in public primary schools is rejected. .

Discussion

The result of question one analysis and findings in Table 2 shows that teacher administrative role is necessary for effective management of pupils' wellbeing, in such that teacher effective supervision of classroom help in maintaining punctuality and discipline in students, Teacher administrative role of organizing and grouping pupils in the most efficient manner improve students' wellbeing, synchronizing and harmonizing students effort help improve pupils' wellbeing, exchange of information with parents help in initiating actions in solving problem as well as continuous evaluation and assessment of student learning improve their wellbeing. Results from hypothesis one revealed that there is significant relationship between teacher administrative role and management of pupils' wellbeing in Nigeria. This means that the more teacher performed his administrative roles of planning, supervising, organizing, motivating, the better and improvement of pupils' wellbeing. This findings agreed with Sue (2012) that promoting teacher and student wellbeing is appropriate activity for the profession as it enhances the capacity of schools to meet the needs of diverse populations.

The findings in Table 3 show that teacher guidance role enhance effective management of pupils' wellbeing in public primary schools in Nigeria. These are, teacher role in guiding pupils into the right direction help in improving their wellbeing, enable the students to develop positive self- image, encourage pupils to develop good interpersonal relationship, equip pupils with the skills of making appropriate and satisfying choices as well as refining pupils characters and personalities to adjust and adapt with changes in life. Result from hypothesis two showed that



there is a significant relationship between teacher guidance role and management of pupils' wellbeing. This shows that teacher guidance role help to facilitate instructional programme and the overall development of students. This findings agree with Abdullahi (2017) that guidance and counselling services help students understand themselves for positive direction and adjustment. This findings also conformed to Fraillon (2004) that student's level of wellbeing indicated by the degree to which the student demonstrates happiness, effective academic and appropriate behaviour. This findings agree with Curry and O'Brien (2012) that students who have high levels of wellbeing tend to be better problem-solvers. This findings also agree with Omobe (2005) that teacher guidance role helps in the development of student personal potentialities and self-actualization.

Based on the question three analysis and findings in Table 4 which show that teacher teaching role bring about effective pupils' wellbeing, in that teacher role in setting the tone of classroom effectively improve pupils' wellbeing, building a warm and conducive learning environment improve pupils' wellbeing, impacting knowledge to pupils enhance their wellbeing, help in mentoring and nurturing pupils to become role models improve their wellbeing as well as interpersonal relationship with pupils foster their wellbeing. Result from hypothesis three showed that there is significant relationship between teacher role and management of students' wellbeing in public primary schools in North-central, Nigeria.

Implications

This study is very important in the sense that effective students' wellbeing cannot be achieved without teacher roles in terms of administrative role, guidance role, as well as teacher teaching role. It is hoped that findings of this study will help the government and school administrators to understand more about the importance of teaching roles in the management of students' wellbeing, the findings of this study well help the teachers to continuously improve on their functions and performance in the school system so as to ensure effective improvement of students' wellbeing. Researchers will also benefit from the outcome of this study as it would lay a sound basis for further research.

The findings of this study will also be useful to the policy makers, educational planners, school administrators and other officials that are directly charge with administering the school and the entire society.

Conclusion

This study focused on professional roles of teachers and management of students' wellbeing. The study brought to the light that teacher administrative role is an important way of improving students' wellbeing. Guidance and counselling role of teacher contributes to the attainment student happiness, resilience and satisfaction. Also, teacher teaching role was also seen as the factors that enhance students' wellbeing because for effective management of education at any levels, teacher teaching role is of paramount toward achieving the stated goals and objectives

Further research can expand this study by using another variables apart from teacher administrative role, guidance role and teaching role to measure professional role of teacher. The study can also be carried out in secondary schools and higher institutions of learning.

Recommendations

- i. Effort should be made by teachers to continue improve on their administrative role by effectively supervising classroom in order to help in maintaining punctuality and discipline in students, organizing and grouping students in the most efficient manner to improve students'



- wellbeing, synchronizing and harmonizing students effort, exchange of information with parents to initiating actions in solving problem as well as continuous evaluation and assessment of student learning towards improve their wellbeing.
- ii. Teacher should also continue to provide guidance services to students by guiding students into the right direction, enabling the students to develop positive self- image, encourage students to develop good interpersonal relationship, equipping students with the skills of making appropriate and satisfying choices as well as refining students characters and personalities to adjust and adapt with changes in life in order to improve their wellbeing.
 - iii. Teacher should continue putting more effort in discharge their teaching responsibilities by setting the tone of classroom effectively, building a warm and conducive learning environment, impacting appropriate knowledge to students, mentoring and nurturing students to become role models, as well as interpersonal relationship with students to foster their wellbeing in primary schools in Nigeria.

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