



TEACHERS' COMPETENCES AS A CORRELATE OF TASK PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study examined teachers' competences as a correlate of task performance of teachers in public secondary schools in Anambra State, Nigeria. Four specific purposes, four research questions and four hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised all the 7,248 teachers, from the two hundred and sixty seven (267) public secondary schools in the six education zones in Anambra State. Proportionate stratified sampling technique was used to draw 725 research participants for the study. Teachers' Competences Questionnaire (TCQ) and Teachers' Task Performance Questionnaire (TTPQ) structured by the researcher were used for data collection. The instruments were face-validated by three experts in Faculty of Education while construct validity was ascertained by the use of factor analysis with split-sample estimation involving the Promax Rotation. Internal consistencies co-efficient of 0.92, 0.89, 0.87, and 0.90; and 0.91 were obtained for TCQ and TTPQ respectively using Cronbach Alpha statistical method. The researcher administered the instrument to the respondents with five research assistants using direct method. Data were analyzed using Pearson Product Moment Correlation Coefficient and simple linear regression statistics. The p-value was used to determine the significance of relationship at 0.05 significant levels for all hypotheses. The findings of the study revealed there is positive and significant relationship between staff teachers' competences (teachers' pedagogy, knowledge of subject-matter, teaching methods, and professional development activities) and teachers' task performance in public secondary schools in Anambra State, Nigeria. From the result of hypotheses, significant relationship was established in all the variables of the study. The study



however concluded that teachers' competences are critical determinants of task performance of teachers in Anambra, State, Nigeria. Based on the findings, the study recommended among others that policy makers should formulate and enforce policies that ensure continuous professional development programs aimed at enhancing teachers' competencies. Secondary school principals should focus on evaluating and improving teachers' competencies through consistent training sessions and mentorship initiatives.

Keywords: Teachers; Teachers' Competences; Teachers' Task Performance. Public Secondary Schools

Introduction

Education is an agent of change and an instrument of national development. It is the key that unlocks the door of development, modernization, civilization and industrialization of any nation; hence it has been responsible for the upliftment of human conditions. Ezeaku and Uketui (2024) noted that through education, nation can harness her numerous resources, develop her manpower and improve the quality of life of her citizens. It is with this understanding that Okechukwu et al. (2024) considered education as an indispensable input for national development and an avenue for empowering the citizens of any nation. A strong and effective educational system can provide the necessary skills and knowledge for citizens to drive innovation, increase productivity and contribute to the growth and prosperity of the country. Ezeaku and Obunike (2024) observed that the role of education in the national development has received considerable attention in developed

countries; where it is argued that heavy investment in education has a great potential for enhancing rapid economic growth. The broad goals of education in the National Policy on Education (FRN, 2013) focused on fostering national development, self-reliance, and individual growth; with teachers' task performance playing a crucial role in effectively implementing educational objectives and facilitating student achievement.

Teachers' task performance refers to the fixed task outcomes that distinguish teaching profession from other professions. In broader terms, teachers' task performance is defined as teachers' contribution to the achievement of educational goals and objectives (Amin et al., 2013; Kay et al., 2019). Igubor (2015) viewed teachers' task performance as the duties performed by teachers in the school which aim at achieving both educational and school objectives. Teachers' task performance applies not only to the classroom or school,



but to all settings where students are present. Teachers' task performance, according to Ikediugwu (2016) refers to the extent to which teachers are committed to providing pedagogy and demonstrating moral correctness and academic excellence in the teaching profession. Teachers' task performance is the measure of the degree of success or failure of teachers who have been given a specific task or responsibility to perform for the achievement of school goals. Ezeanyim and Ufoaroh (2019) held that teachers' task performance is the measurement of the quality of instruction that school teachers provide to students, which is the rightly intended accomplishment of the school. Since teachers' competences have become an important issue in school organizational performance, teachers' task performance has also become an essential factor in secondary school administration. Baxter and Lederman (2015) asserted that for the teachers to be highly motivated to improve in their instructional task performance, the principal has to be dynamic, showing good example and above all be skillful in management of the school affairs. In view of this, the importance of teacher competences in the nation's educational system cannot be overstated in any way.

The concept of competence encompasses more than just the acquisition of knowledge and skills; it involves

mobilizing knowledge, skills, attitudes and values to meet complex demands. Competence is the knowledge, behaviours, attitudes and skills that lead to the ability to perform a task successfully and efficiently (Organization for Economic Co-operation and Development [OECD], 2018). In view of this, Grossman (2018) saw teachers' competences as the ability of teachers to apply or use knowledge, skills, abilities, behaviors and personal characteristics to perform critical job tasks or specific functions or to perform a particular role or position. Teacher's competence is however looked at in terms of teacher's skills (Nwokocha, 2013). There are three basic skills identified as necessary for every teacher to possess which include: technical, human and conceptual skills. These basic skills are generally defined and examined in relation to the task of the secondary school teachers. Teachers' competences are the successful performance tasks through the use of knowledge, skills, attitude and judgment (Thompson & Ofojebe, 2020; Nwokocha, 2014). Woolfolk (2016) described teachers' competences as the ability of teachers to perform their professional duties well, measured against a standard; especially ability acquired through experience or training. In other words, a competent teacher should possess the competences which he needs for effective instructional delivery in secondary schools. On the other hand, Nyakundi and Orodh



(2020) argued that teachers' competences are not synonymous with teachers' competency as a teacher may have the necessary skills but fail to perform effectively. The ability of teachers to use their skills effectively in the workplace is an important aspect that deserves the attention of educational administrators and policy makers. Jackson (2015) argued that the skills teachers need to improve for the performance of their tasks include teacher pedagogy, subject knowledge, teaching methods and professional development activities.

Pedagogy refers to the method of how teachers teach in theory and in practice. It is formed by an educator's teaching beliefs, and concerns the interplay between culture and different ways to learn. According to Perry (2013), pedagogy refers to the art and science of teaching students. This implies that in order to help students build on prior learning, there are several pedagogical adjustments teachers must make to improve students' engagement and persistence. Similarly, Kiambi et al. (2017) described pedagogical competence as the ability to teach a subject while adhering to certain principles such as teaching from the known to the unknown, from the concrete to the abstract and from the fundamental to the complex. The effectiveness of teachers in the classroom strongly depends on their willingness to engage in the teaching

process. Teachers' pedagogical knowledge includes all the cognitive knowledge needed to create effective teaching and learning environments (Ofogebu, 2017). Richardson et al. (2018) noted that some secondary school teachers, such as chemistry or mathematics teachers are not professional teachers and have not even received teacher training and that this affects their job performance. Occasionally those who teach chemistry and mathematics have degrees in pure sciences such as chemistry, mathematics, engineering, or sometimes biochemistry. These teachers of course, do not have an education degree; although may have relevant knowledge of the subject matter. In a teaching and learning situation, the possession of knowledge of subject matter of teachers is crucial. Knowledge of subject matter is the actual knowledge teachers are expected to teach to the students. Perini (2014) defined knowledge of subject matter as the information and understanding that teachers have of the subject they are teaching. Teachers must have a body of knowledge that they want to impart. That is, no knowledge, no teaching. A study by Afe (2014) in public secondary schools in Ogun State, Nigeria demonstrated that the quality of any education system depends on teachers' knowledge of subject matter. This quality of a teacher is one who has mastered the subject he is teaching and also knows how to teach it; understands how students learn and



knows how to deal with challenges or problems experienced by students; and is able to use effective teaching methods for all students, including those with special needs (Amusan, 2016). However, it is not adequate knowledge of subject matter that is important in teaching, but application of adequate teaching methods in instructional delivery.

Teaching methods refers to the general principles, pedagogy and management strategies used for classroom instruction. It is control by teacher's discretion, what fits the teacher, his educational philosophy, classroom demography, subject areas and school mission statement. Teaching methods according to Nwuba and Nwuba (2019) are methods used by teachers to impart knowledge to students. They are the means by which the teacher seeks to convey the desired learning or experience. Furthermore, teaching methods are the various techniques that teachers use to foster interest, analytical inquiry, critical thinking, and enjoyment in students (Hesson& Shad, 2016). Knowledge transfer requires teachers to use the appropriate method and pedagogy that best suits the learners' goals and desired outcomes. In this sense, Harlen and James (2016) argued that the use of appropriate teaching methods by science and mathematics teachers should play a very important role in helping learners express

their ideas and process skills such as observation, hypotheses, prediction, research and inference and to develop communication. However, it is on this note, Arends (2016) advocated that teachers' professional development activities have become necessary for teachers' competences and task performance. Professional development is a process of continuous learning by teachers, including the process of learning and applying their knowledge to support students. It involves gaining new skills through continuing education and career training after entering the workforce. Professional development can also be described as activities that develop individual skills, knowledge, expertise and other qualities as a teacher (Amie-Ogan&Umunakwe, 2020). As reported by the authors, it can include taking classes or workshops, attending professional conferences or earning a certificate to expand ones knowledge in a chosen field. According to the 2012 Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) report, professional development was seen as a set of systematic activities aimed at preparing teachers to their profession, initial training, induction courses, in-service training, and continuous professional development within school environment. Amadi and Promise (2013) stated that the goal of professional development activities is the survival of the



academic status quo, which must be pursued through the development of sophisticated academic staff capable of applying individual skills and knowledge. However, these activities appear to be consistent with teachers' professional experience in improving teacher performance. Thus, teachers' professional competence in teaching is assumed to be linked to their work experience.

Recent empirical studies have explored the relationship between teachers' competencies and their task performance in schools. Aindra et al. (2022) conducted a systematic theoretical study highlighting that competent teachers are more effective, positively impacting their performance in the educational environment. Aditya et al. (2021) study revealed that competence serves as a benchmark for individual insights in the workplace, significantly enhancing job performance. A study by Pagdawing et al. (2023) assessed the teaching competencies influencing the performance of primary science teachers, finding that these competencies significantly influence students' academic achievement in science. Admittedly, these studies consistently demonstrate a positive relationship between teachers' competencies and their task performance, indicating that higher competency levels lead to improved teaching effectiveness and enhanced student outcomes. However, while these findings

are insightful, there is a paucity of localized research focusing specifically on public secondary schools in Anambra State, Nigeria. Understanding the unique educational context, challenges, and cultural factors in this region is crucial. Therefore conducting a fresh empirical study to examine teachers' competences as a correlate of job performance in Anambra State's public secondary schools would provide valuable insights for policymakers and educational stakeholders; potentially leading to targeted interventions that enhance educational quality and student achievement in the region.

Statement of the Problem

The task performance of teachers in public secondary schools in Anambra State, Nigeria, is a critical factor influencing the overall quality of education. However, concerns have been raised regarding the varying levels of teachers' competences and their impact on their ability to perform effectively in their roles. Teachers' competences, which encompass skills, knowledge, and abilities, are essential for facilitating quality teaching and fostering positive student outcomes. Despite the importance of teachers' competences, there seems to be a gap between the competencies required for effective teaching and the actual performance observed in schools. This



discrepancy is particularly evident in Anambra State, where certain challenges, such as inadequate professional development, lack of resources, and limited support systems, may contribute to suboptimal task performance.

One of the major concerns in this regard is the underperformance of teachers in executing their tasks, which affects the quality of education provided to students. While some teachers exhibit high levels of competence, others struggle to meet the expectations set by the education system, leading to inconsistent instructional quality. This raises questions about the factors influencing teachers' competences and their subsequent effect on task performance. Factors such as teaching methods, subject knowledge, classroom management skills, and the ability to engage students meaningfully are of particular concern. Additionally, the impact of external factors such as school leadership, socio-economic status, and available resources might also contribute to these performance issues. Therefore, this study sought to investigate teachers' competences, including both professional and personal attributes, correlate with their task performance in public secondary schools in Anambra State. This will help identify strategies to enhance teachers' performance and, ultimately, improve educational outcomes in the state.

Purpose of the Study

The general purpose of this study was to examine teachers' competences and work experience as correlates of teachers' task performance public secondary schools in Anambra State. Specifically, this study sought to:

1. ascertain the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State;
2. determine the relationship between teachers' knowledge of subject-matter and teachers' task performance in public secondary schools in Anambra State;
3. establish the relationship between teachers' teaching methods and teachers' task performance in public secondary schools in Anambra State; and
4. find out the relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State

Research Questions

The study was guided by the following research questions:



1. What is the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State?
2. What is the relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State?
3. What is the relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State?
4. What is the relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State?
3. There is no significant relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State.
4. There is no significant relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State.

Theoretical Framework

The theoretical framework for this study was anchored on Theory of Performance on Competency. The Theory of Performance on Competency provides the theoretical foundation for this study. The theory of Performance on competency propounded by Boyatzis in 1982 states that maximum performance occur when the person's capability or talent is consistent with the situation, that is, the job demands or the organizational environment. A person's talent is described by his values, vision, personal philosophy, knowledge, competences, career stage and interests. Job demands can be described by the role, responsibilities and tasks needed to be performed. Aspects of the organizational environment that are predicted to have important impact on the demonstration of competences or the design of the jobs and roles include: culture and climate, structure

Hypotheses

In line with the above research questions, the following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State.
2. There is no significant relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State.



and systems, maturity of the industry, strategic position within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organization.

Competences are behavioral approach to emotional, social, and cognitive intelligence. The vision, values, knowledge and ability of public secondary schools teachers in Anambra State in management of their functions, tasks and roles under suitable organizational environment will enhance their competences in school instructional management for better performance in schools. This will in turn improve the standard of education. Propagation of individual characteristics involves adequate use of self-image, traits, skills, motives, social roles and body of knowledge. Emotional, social, and cognitive intelligence competencies' actions and job performance are integrated concepts that would result in outstanding performance at work. The teachers as managers of instructional and classroom activities should have all these qualities, such as competences, knowledge, and skills needed in running instructional and co-curricular affairs of the school for effective results. This study is anchored on this theory in that the study investigated teachers competences and skills in supervision of instruction, classroom management, and management of co-curricular activities; which depend on the

level of teachers' work experience which often lead to improved teachers' task performance and overall school performance. The outcome will strengthen the assumption of this theory that teacher's competence will be based on his effectiveness in the performance of the task and bearing in mind the task demand and work environment.

Research Method

The study adopted correlational research design. Ifeakor (2018) established that correlational research design aims at indicating the direction and magnitude of the relationship between or among the variables of the study. The study was carried out in public secondary schools in Anambra State, Nigeria. The population of the study comprised all the 7,248 teachers, from the two hundred and sixty six (267) public secondary schools in the six education zones in Anambra State (Department of Planning, Research and Statistics [PPSSC], 2024). The sample for the study was 725 (representing 10 percent of the entire population of the study) public secondary school teachers in Anambra State, drawn through proportionate stratified random sampling technique. Teachers in each of the education zone form a stratum from where 10% was drawn. Three researcher-structured instruments "Teachers' Competences Questionnaire (TCQ) and



Teachers' Task Performance Questionnaire (TTPQ)" were used for data collection. The first was Teachers' Competences Questionnaire (TCQ). TCQ contains two sections, A and B. Section A sought background data of the respondents on the location of the school. Section B contains 40 items designated across four clusters (A-D) to elicit data on teachers' competences. Cluster A contains 10 items on teachers' pedagogy; cluster B contains 10 items on teachers' knowledge of subject matter; Cluster C contains 10 items on teachers' teaching methods; and Cluster D contains 10 items on teachers' professional development activities. The items were placed on 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of the scores was weighted as 4, 3, 2 and researcher 1 respectively. The second instrument was Teachers' Task Performance Questionnaire (TTPQ). TTPQ contains 20 items and was designed to elicit data on teachers' task performance. TTPQ was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD); weighted 4, 3, 2, and 1 respectively. Face and construct validation of the instruments (TCQ & TTPQ) were ascertained. Face validation of the instruments was done by three experts; two in Educational Management in the Department of Educational Foundations, Faculty of Education,

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The third expert is in Measurement and Evaluation, Department of Educational Foundations, Nnamdi Azikiwe University, Awka. Construct validity was ascertained by the use of factor analysis with split-sample estimation involving the Promax Rotation. Internal consistencies co-efficient of 0.92, 0.89, 0.87, and 0.90; and 0.91 were obtained for TCQ and TTPQ respectively using Cronbach Alpha statistical method. The researchers administered the instrument to the respondents with the help of six research assistants. Out of the 725 copies administered, 712 copies (98.21%) were retrieved rightly filled and used for data analysis. Pearson Product Moment Correlation Coefficient (r) was used to answer research questions while simple linear regression statistics (R) was used to test the hypotheses. The (r) was used to determine the nature of the relationship between the variables of the study while (R) was used to determine the significant relationship between the independent variables and the dependent variable of the study. The p -value was used to determine the significance of the relationship for all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p -value was less than the stipulated level of significance (p -value $< .05$). The reverse was the case where the calculated p -value was greater than the



stipulated level of significance (p -value $>.05$). All analyses were carried out using

Statistical Package for Social Science (SPSS) Version 25.

Analysis and Results Presentation

Research Question 1: What is the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State?

Table 1: Pearson r on the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State

Variables	*N	Teachers' Pedagogy	Teachers' Task Performance	Remarks
Teachers' Pedagogy	712	1.00	.586	Moderate
Teachers' Task Performance	712	.586	1.00	

Results displayed in Table 1 show the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State. The computed Pearson (r) value was 0.586, implying that there is a moderate positive relationship between teachers' pedagogy and teachers' task performance.

Research Question 2: What is the relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State?

Table 2: Pearson r on the relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State

Variables	N	Knowledge of Teachers' Subj. Matter	Task Performance	Remarks
Knowledge of Subj. Matter	712	1.00	.803	Very High
Teachers Task Performance	712	.803	1.00	



As shown on Table 2, a Pearson's correlation coefficient (r) of 0.803 was obtained on the relationship between teachers' knowledge of subject matter and teachers' task performance. This indicates that there is a very high positive relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State.

Research Question 3: What is the relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State?

Table 3: Pearson r on the relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State

Variables	N	Teaching Method	Teachers' Task Performances	Remark
Teaching Method	712	1.00	.690	
Teachers Task Performances	712	.690	1.00	High

As shown in Table 3, the Pearson's correlation coefficient (r) on the relationship between teachers' teaching method and teachers' task performance in public secondary schools was 0.690. This signifies that there is a high positive relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State.

Research Question 4: What is the relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State?

Table 4: Pearson r on the relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State

Variables	N	Professional Development	Teacher Task Performance	Remark
Professional Development	712	1.00	.835	
Teacher Task Performance	712	.835	1.00	Very High



As shown on Table 4, a Pearson's correlation coefficient (r) of 0.835 was obtained on the relationship between teachers' professional development activities and teachers' task performance in public secondary schools. This suggests that there is a very high positive relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State.

Test of Hypotheses

The study tested the following hypotheses at 0.05 level of significance.

Hypothesis One: There is no significant relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State.

Table 5: Test of Significance of simple regression analysis on the relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State

Variable	*R	*R ²	F	α	P-value	Decision
Pedagogy	.586	.343	328.272	.05	.000	Significant

* Significant

* Regression coefficient

* Frequency

As shown on Table 8, the simple regression coefficient (R) is 0.586 while the R^2 is 0.343 showing that teachers' pedagogy makes 34.3% contribution to the variance in teachers' task performance in public secondary schools in Anambra State. The $F(1/495) = 328.272$ and the p-value of $.000 < 0.05$; since the p-value is less than the stipulated 0.05 level of significance, the null hypothesis was not upheld. Therefore, there is significant relationship between teachers' pedagogy and teachers' task performance in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State.



Table 6: Test of significance of simple regression analysis on the relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State

Variable	*R	*R ²	F	α	P-value	Decision
Subject Matter	.803	.645	337.496	.05	.000	Significant
* Significant						
* Regression coefficient						
* Frequency						

Results on Table 9 indicates that the simple regression coefficient (R) is 0.803 and the R² is 0.645 showing that teachers' knowledge of subject matter make 64.5% contribution to the variance in teachers' task performance in public secondary schools. The $F(1/495) = 337.496$ and the p-value of $.000 < 0.05$; since the p-value is less than the stipulated 0.05 level of significance, the null hypothesis was not upheld. Therefore, there is significant relationship between teachers' knowledge of subject matter and teachers' task performance in public secondary schools in Anambra State.

Hypothesis Three: There is no significant relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State.

Table 7: Test of significance of simple regression analysis on the relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State

Variable	*R	*R ²	F	α	P-value	Decision
Teaching Method	.690	.476	256.420	.05	.000	Significant
* Significant						
* Regression coefficient						
* Frequency						

As shown in Table 10, the simple regression coefficient (R) for the teachers' teaching method and teachers' task performance is 0.690 while the R² are 0.476. These showed that teachers' teaching method has 47.6% contribution to teachers' task performance in public secondary schools. The $F(1/495) = 256.420$ and the p-value of $.000 < 0.05$; since the p-value is



less than the stipulated 0.05 level of significance, the null hypothesis was not upheld. Therefore, there is significant relationship between teachers' teaching method and teachers' task performance in public secondary schools in Anambra State.

Hypothesis Four: There is no significant relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State.

Table 8: Test of significance of simple regression analysis on the relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State

Variable	*R	*R ²	F	α	P-value	Decision
Professional Development	.835	.697	122.597	.05	.000	Significant
* Significant						
* Regression coefficient						
* Frequency						

As shown in Table 11, the simple regression coefficient (R) for teachers' professional development activities and teachers' task performance is 0.835 while the R^2 is 0.697. These showed that teachers' professional development activities make 69.7% contribution to the teachers' job performance in public secondary schools. The $F(1/495) = 122.597$ was obtained for teachers' task performance. This probability value of 0.00 was compared with significance level of 0.05 and it was found to be significant since $P < 0.05$. Therefore, the null hypothesis was not upheld and this indicated that there is significant relationship between teachers' professional development activities and teachers' task performance in public secondary schools in Anambra State.

Discussion of Findings

The findings presented in Table 1 showed that teachers recognized that there is a moderate positive relationship between

teachers' pedagogy and teachers' task performance. The findings in Table 5 also showed that there is statistical significant relationship between teachers' pedagogy and teachers' task performance. However, both results showed that teachers in public



secondary schools in Anambra State agreed that positive and significant relationship exist between teachers' pedagogy and teachers' task performance. The rationale behind this is that the respondents in the state acknowledge that teachers employ appropriate balance of student and teacher directed discussions; establish environment that maximizes students learning; encourage students to excel to the best of their abilities; encourage team planning where applicable for quality instructional delivery; and effectively motivate students to improve students' learning. They also interpret curriculum document properly as a roadmap for effective instructional delivery; respond to learning exceptionalities by modifying assessment processes to ensure that needs of special students are met; supervise environmental sanitation activities within the school compound; coordinate all the co-curricular activities in the school; and adequately apply assessment results in decision-making as well as planning of future instructions. Specifically, the acceptance by the respondents that teachers' pedagogy correlates to teachers' task performance suggests that they accepted that teachers' pedagogical knowledge is crucial for effective task performance as it forms the foundation for their teaching abilities. A deep understanding of pedagogy enhances instructional strategies, classroom management, and the ability to cater to diverse learning styles, ultimately fostering a

more engaging and productive learning environment. The findings above are in line with the findings of Naganandini and Sivakumar (2020) which found that effective application of various teaching pedagogies improve teachers instruction delivery and productivity in Business Schools in India. Naganandini and Sivakumar's study revealed that applying teaching methodologies help teachers to understand and appreciate better their responsibility in ensuring adequacy of instruction in the schools through sound instruction delivery, hence ensuring that students performance improve. The findings are also in tandem with the earlier findings of Prachagool (2016) and Sujoy (2013). Both studies established that teachers' knowledge and effective application of teaching pedagogies significantly influence teachers' productivity and students' outcomes. On the contrary, the results do not tally with Uthra (2014) study on teaching pedagogies among MBA - School faculty; which established that teachers' knowledge of teaching pedagogies does not determine teachers' commitment to their task. The study revealed that teaching pedagogies does not significantly determine teachers' commitment and productivity. The difference in the findings of Uthra's study and the present study may be because the former was conducted almost ten years ago, a period when it is likely that teachers in public secondary schools were not yet



exposed to the modern teaching pedagogies. In recent times, modern teaching pedagogies have become more popular in schools. Again, it can also be argued that the National Policy on Education is detailed on its stipulations on teachers' quality and classroom management. It is therefore expected that with these stipulations, school administrators and teachers in all public secondary schools should be familiar with modern teaching pedagogies and its relevance in improving teachers' task performance. The discordance in the research findings could also be as a result of chance.

The correlations results shown in Table 2 revealed that the respondents agreed that there is a very positive high relationship between teachers' knowledge of subject matter and teachers' task performance. In Table 6, the results also revealed that there is statistical significant relationship between teachers' knowledge of subject matter and teachers' task performance. From the two results, it is established that teachers in public secondary schools in Anambra State accepted that there is positive and significant relationship between teachers' knowledge of subject matter and teachers' task performance. That is to say that teachers have good knowledge of the subjects taught; prepare quality lesson plans in line with the objective of the lesson; prepare lesson notes with appropriate content articulation; state

properly the statement of objectives in line with the expectations of the lesson; and relate topics appropriately to other school subjects in relation with the emerging issues. They also recognized that they properly sequence topic contents for learners' better comprehension; improvise teaching resources when there is none available for the topic; properly present facts in the development of lesson plans; adequately modify instructions using prior assessment outcomes; and match adequately assessment items with topics taught. The acknowledgement of the relevance of teachers' knowledge of subject matter to teachers' task performance could be attributed to certain factors. There seems to be increasing consciousness about the importance of teacher capacity development because of series of publications. More so, the National Policy on Education has detailed policy stipulations concerning teacher training and education in Nigeria. In agreement with the results of this study, Ghazi (2013) teachers' professional competencies in knowledge of subject matter positively impacts task performance in at secondary level in Southern Districts of Khyber Pakhtunkhwa, Pakistan. The study revealed that proficient knowledge enhances lesson delivery, student engagement, and the ability to address diverse learning needs, fostering a more effective learning environment. Ghazi's study concluded that teachers' knowledge of subject matter



contributed to knowledge growth, skills development and attitude modification which in turn impact positively on teachers' productivity. The study findings are also in line with Obot (2022) study which established that teachers' professional knowledge of the subject matter significantly influences students' interest in the learning of Social Studies Education in AkwaIbom State, Nigeria. The study found that teachers' performance is influenced by the level of their knowledge of subject matter. The study further maintained that teachers' proficiency in the subject enhances lesson delivery, student engagement, and the ability to address diverse learning needs. It fosters a positive learning environment, contributes to effective assessments, and ultimately influences student outcomes. The study concluded that continuous professional development is crucial for teachers to stay updated and maintain high standards in subject knowledge, positively impacting their overall performance in the classroom.

The results in Table 3 showed that there is a high positive relationship between teachers' teaching method and teachers' task performance. Results in Table 7 also showed that there is significant relationship between teachers' teaching method and teachers' task performance. The explanation of the results is that teachers in public secondary schools in Anambra State agreed that there is

positive and significant relationship between teachers' teaching method and teachers' task performance. This implies that teachers accepted that they: select appropriate teaching methods for different topics; exhibit appropriate entry behaviour of the learners in the classrooms; select appropriate teaching methods for different topics; exhibit appropriate entry behaviour of the learners in the classrooms; and implement activity-centered teaching method. They also: include learners from different background in their lesson irrespective of their abilities; design innovative instructional strategies for effective teaching; elicit appropriate responses from learners with respect to teachers reaction; effectively apply approaches for helping students develop the three domains of learning; and utilize variety of teaching strategies suited to individual needs of students. In specific terms, the acceptance by the respondents that teachers' teaching method correlates to teachers' task performance suggests that as teachers employ more effective teaching methods; their overall task performance tends to improve. This implies a relationship where higher-quality teaching methods are associated with better outcomes in terms of fulfilling the responsibilities and goals of the teaching profession. The findings on teachers' teaching method and teachers' task performance tally with that of Isa et al. (2020) whose study on the impact of



teaching methods on academic performance of secondary school students in Nigeria found that various teaching methods significantly influence academic performance in secondary schools in Nigeria. The study established that interactive and engaging approaches, such as hands-on activities and discussions, enhance students' understanding and retention while personalized attention and differentiated instruction cater to diverse learning styles, positively impacting student outcomes; hence, improving teachers productivity and overall performance. The findings are equally supported by studies of Abubakar (2015) and Daluba (2013). The results of Abubakar's study revealed that there is significant positive relationship between teaching methods (instructional video) and students' academic performance in social studies in secondary schools in Kastina State, Nigeria. Daluba (2013) study findings revealed that a significant relationship exist between discussion method and students' academic performance. The study further reported that interaction between the teacher and students during the teaching and learning process encourages the students to search for knowledge rather than the lecturer/teacher monopolizing the transmission of information to learners. This shows that there was a significant relationship between teaching method and students' academic performance as well as teachers' productivity. Daluba concluded

that for better performance of students, the use of activity stimulating and student-centered approach like demonstration method instead of depending on the conventional approach like lecture method need to be embraced.

The findings as shown in Table 4 revealed that teachers accepted that there is a very high positive relationship between teachers' professional development activities and teachers' task performance in public secondary schools. The findings as shown in Table 8 equally revealed that there is significant relationship between teachers' professional development activities and teachers' task performance in public secondary schools. Basically, these results show that teachers in public secondary schools in Anambra State concurred that teachers' professional development activities positively and significantly correlate with teachers' task performance. The idea behind this is that the respondents recognized that teachers engage in informal dialogue with their colleagues on how to improve teaching; read professional literature to enhance their professional development; develop training plans to improve their teaching competences; engage in collaborative research on topics of interest for professional development; and participate in a network of teachers-formed programmes for their professional development. It is also clear that



teachers: participate in observation visit to other schools for cross-fertilization of ideas; enroll for qualification programmes to improve their certification; attend educational conferences to present their research results for the discussion of educational problems; engage in peer observation as part of a formal school arrangement; and participate in school development initiatives for the development of school objectives. However, when teachers are provided with professional development opportunities, they become more responsible, efficient and accountable. As such, teachers must be given adequate training if they must be professionally ready to perform their tasks efficiently. The findings above are in agreement with He and Schmitz (2015) who established that engaging teachers on regular professional development had a significant impact on teachers' instructional practices, particularly in terms of enhancing their knowledge and skills in student-centered instruction. Additionally, the study found that students of teachers who participated in the regular professional development and trainings demonstrated higher levels of learning outcomes compared to those of teachers who are not regularly exposed to regular professional development programmes. The study findings also tallies with the findings of Didion et al. (2020) who found that participation in a three-day professional development resulted in significant

improvements in teachers' knowledge of instructional strategies and their ability to implement them effectively in the classrooms.

Conclusion

From the findings of the study, it was revealed that there is relationship between staff teachers' competences (teachers' pedagogy, knowledge of subject-matter, teaching methods, and professional development activities) and teachers' task performance in public secondary schools in Anambra State, Nigeria. The study however concluded that teachers' competences are critical determinants of task performance; and strengthening teacher training and development initiatives is essential for enhancing their skills and ensuring improved educational outcomes, reinforcing the pivotal role of teacher competence in achieving quality education in public secondary schools in Anambra State, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made:



1. Policy makers should formulate and enforce policies that ensure continuous professional development programs aimed at enhancing teachers' competencies.
2. Secondary school principals should focus on evaluating and improving teachers' competencies through consistent training sessions and mentorship initiatives.
3. Teachers should take proactive steps to engage in skill-building opportunities to enhance task performance and overall teaching effectiveness.
4. Students should actively offer constructive feedback to teachers, fostering a supportive and collaborative learning atmosphere.
5. Community members should partner with schools and provide resources to promote teachers' professional growth and improved performance.

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