

## PROFESSIONAL COMPETENCIES AS CORRELATES OF TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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### Abstract

The study investigated professional competencies as correlates of teachers' task performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at .05 level of significance. The study was a correlational research design. The population of the study comprised 5396 (5,133 teachers and 263 principals) in 263 public secondary schools in six Education Zones in Anambra State. The sample size for the study was 579 (513 teachers and 66 principals) drawn from the population of the study. Multi-stage sampling procedure was used for the study. The instruments for data collection were Professional Competencies Questionnaire (PCQ) and Teachers' Task Performance Questionnaire (TTPQ). The instruments were subjected to face and construct validation by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for PCQ is 0.80 and 0.80 for TTPQ. Pearson Product Moment Correlation was used for the study. The study revealed that instructional delivery competence ( $r = 0.919$ ;  $p < 0.000$ ) and subject knowledge competence ( $r = 0.921$ ;  $p < 0.000$ ) positively and significantly relate to teachers' task performance in public secondary schools in Anambra State to a high extent. The study concluded that professional competencies positively and significantly correlate to teachers' task performance in public secondary schools in Anambra State. Based on the findings, the study recommended that Ministry of Education should prioritize hiring teachers with strong academic qualifications in specific subject areas.

**Keywords:** *Professional Competencies, Instructional Delivery Competence Subject Knowledge*

*Competence, Task Performance, Public Secondary Schools.*

## Introduction

Education has been identified to be among the tools for national development. It is a systematic process through which an individual acquires knowledge, experience, skill and sound attitude. The National Policy on Education unequivocally asserts that education is a tool for achieving sustainable socioeconomic development, fostering positive societal change, and promoting unity within Nigeria (Federal Republic of Nigeria, 2013). Teachers play a vital role in promoting the education, learning and professional growth of learners. The meaningfulness of educational endeavours, such as the development of effective teaching methods and the establishment of suitable facilities and infrastructure, greatly relies on the active involvement and expertise of teachers (Harahap & Rusdinal, 2017). This means that teachers' optimal performance on the job matters to the general output in secondary education in Nigeria.

Performance is the ability to adequately execute a given task. As noted by Chukwuemeka, Amajuoyi, and Ugochukwu (2021), teachers' performance can be attributed to their

commitment and dedication to achieving standards within and beyond the school environment. Performance of teachers primarily relies on a combination of factors, including teacher characteristics like their knowledge base, sense of responsibility, and inquisitiveness; student characteristics such as opportunities to learn and academic work; as well as teaching factors like lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management (Udoh-Uwah, 2015). The success of educational system depends largely on teachers, who are considered as the backbone of the system. However, Ekechukwu and Eze (2016) attributed students' learning outcome to teachers' task performance.

Teachers' task performance is considered multidimensional, meaning that their effectiveness is assessed through various facets of their teaching practice. This comprehensive evaluation includes factors such as student learning outcomes, classroom management skills and the adeptness in employing diverse teaching methods. Bashir et al. (2017)

defined teachers' task performance as teachers' contribution to the achievement of educational goals and objectives while in some studies it is limited to teaching behaviour. Teachers' task performance can be measured by the tangible outcomes of their efforts, such as higher levels of productivity, adeptness in utilizing emerging technologies and the evident presence of a motivated and driven workforce. Werang (2014) explained that what teachers do in the classroom can greatly affect the whole process of students' learning and, in turn, affect the quality of education output.

Teachers' task performance is relevant not only in the classroom but also in all environments where students are present. Teachers play a crucial role in guaranteeing students' academic success within the school. To improve Nigerian education system for global competitiveness, teachers' abilities and competencies must be enhanced for effective teaching and learning (Agogbua & Chukwudolue, 2022). Suarmika (2018) stated that teachers' competencies are important because teachers have a crucial factor to determine the quality of education system. Therefore, efforts to improve the quality of education must begin by improving teachers' professional competencies.

Professional competencies as defined by Kunter et al. (2013) are the applications of the concept to working life, particularly in highly complex and demanding professions, in which mastery of situations is especially dependent on the interplay of knowledge, skills, attitudes, and motivation. The European teachers' model acknowledged three important domains concerning professional competencies. These include: key competence, basic competence, and special competence. To perform teaching task professionally, teachers must have the competencies according to the applicable standards. These competencies as stated by Zlatić et al. (2013) include: instructional delivery competence, pedagogical competence, subject knowledge competence, teacher-student relationship competence and disciplinary competence. Therefore, within the context of this study, professional competencies focused on instructional delivery competence and subject knowledge competence.

Instructional delivery competence is the proficiency and effectiveness of a teacher in delivering educational content and facilitating learning experiences to students. It involves the ability to present information in a clear and engaging manner, use appropriate teaching methods and strategies, and create a

conducive learning environment that fosters student understanding and active participation. Vijay-Kumar (2013) stated that instructional delivery competence entails conceptual competence, context competence, transactional competence, competences to develop teaching learning materials, competences related to the use of latest information and communication technologies in teaching learning process. Teachers' methods of instructional delivery are pivotal to the learner and school outcome. Effective teachers should have the ability to establish rapport, being sensitive, open-minded, being dedicated to work, ethical, passionate about work, positive role model, being student-centered, having instructional clarity, giving homework, reward positive behaviours, and give importance to discipline in class (Amie-Ogan & Etuk Ekaette, 2020). In this regard, teachers have to develop not only their teaching skills relating to lesson delivery but also skills to organize different activities inside and outside of classroom

Subject knowledge is one of the most important aspects of teacher competence. It is the up-to-date knowledge of the teacher's subject area of specialization and mastery of the subject matter. The mastery of relevant knowledge is one of the most important

attributes of the teacher. In the view of Amie-Ogan and Etuk (2020), the mastery and understanding of subject content among teachers is important to ensure the effectiveness of teaching and learning. The foregoing makes it pertinent for teachers' competence to be prioritized so as to enhance students' academic performance and also have quality students emerging as graduates prepared for useful living within the society. Offorma and Ogah (2013) posited that effective teaching demands that the teacher should have a sound knowledge of all that the students must know together with a capability to relate content, method and sequence as well as the tempo of his work to the individual needs of the students.

In today's educational system especially at the secondary school level, professional competencies expected of teachers to possess such as instructional delivery competence and subject knowledge mastery are essential for improved teachers' task performance that would produce quality education output. However, some of the students in public secondary schools in Anambra State have reportedly been performing below average in their schools. Some concerned parents have expressed dissatisfaction with the quality of teaching and learning that takes place in some schools despite

huge government investment. When this is not checked it could lead to poor educational quality output. In finding answers to the poor students' academic performance in some public schools, the study examined professional competencies as correlate of teachers' task performance in public secondary schools in Anambra State.

### **Statement of the Problem**

Teachers are essential assets for effective instructional process. The Federal Government through the National Policy on Education has clearly spelt out the objectives of secondary education. Some of these objectives require teachers who are ever prepared to undertake teaching task to be accomplished. However, some of the students in public secondary schools in Anambra State have reportedly been performing below average in their schools. This development has been a source of worry to stakeholders in education. Some of the parents and teachers have expressed dissatisfaction with the quality of teaching and learning that takes place in some schools.

The researchers noticed that some of the secondary school teachers do not perform their primary task which is teaching effectively. It seems that some of the teachers employed in Anambra state

lack the necessary competencies needed to carry out their primary functions. Competence is usually associated with highly professional performance. Sadly, good performance appears to have eluded some public secondary schools in Anambra State. There seems to be increasing public speculations and complaints pointing to subject knowledge and instructional delivery competences of teachers. Failure to look into these issues will pose a threat to the quality of teaching and learning in secondary schools in Anambra State. Based on this, the study examined professional competencies as correlates of teachers' task performance in public secondary schools in Anambra State.

### **Purpose of the Study**

The general purpose of the study was to examine professional competencies as correlates of teachers' task performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the extent instructional delivery competence relates to teachers' task performance in public secondary schools in Anambra State.
2. determine the extent subject knowledge competence relates to teachers' task performance in



public secondary schools in Anambra State.

### Research Questions

This research was guided by the following research questions:

1. To what extent does instructional delivery competence relates to teachers' task performance in public secondary schools in Anambra State?
2. To what extent does subject knowledge competence relates to teachers' task performance in public secondary schools in Anambra State?

### Hypotheses

The following null hypotheses tested at .05 level of significance guided the study:

1. Instructional delivery competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State.
2. Subject knowledge competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State.

### Research Methods

The study was a correlational research design. The population of the study comprised 5396 (5,133 teachers and 263 principals) in 263 public secondary schools in six Education Zones in Anambra State. A total of 579 respondents (513 teachers and 66 principals) were drawn from the population using multi-stage sampling procedure. The sample size comprised 10% of teachers and 25% population of principals. . The choice of 10-25% was in line with the recommendations of Nworgu (2015) who stated that 10 to 90 percent of any given population is adequate for the research work. The instruments used for the data collection were; Professional Competencies Questionnaire (PCQ), and Teachers' Task Performance Questionnaire (TTPQ). The instruments were divided into section A and B. Section A which has two clusters elicits information on instructional delivery competence and on subject knowledge competence with 10-item statements each; Section B "Teachers' Task Performance Questionnaire (TTPQ)" with 15-item statements elicits information on teachers' task performance. The instruments were on four point rating scale of Very High Extent (VHE) (4 points), High Extent (HE) (3 points), Low Extent (LE) (2 points), and Very Low Extent (VLE) (1 point). The face and construct validity of

the instrument were established by three experts; one from Measurement and Evaluation and two in Education Management. All the experts are all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.81 for instructional delivery competence, **0.80** for Subject knowledge competence and 0.80 for teachers' task performance. Out

of 513 copies of the instrument administered to the teachers, 479 (93%) of the instrument were correctly completed and returned, while 36(7%) were either misplaced or not correctly filled. On the other hand, out of the 66 copies of the questionnaires administered to the principals, 64 (24%) were returned, while 2(1%) were misplaced. Pearson Product Moment Correlation Coefficient was used to answer the research questions and hypotheses at 0.05 level of significance.

## Results

**Research Question 1:** To what extent does instructional delivery competence relates to teachers' task performance in public secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation on the Relationship between Instructional Delivery Competence and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	Remark
Instructional Delivery Competence	479			
Teachers' Task Performance	64	0.919	0.845	Positive Relationship

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 showed that instructional delivery competence relates to teachers' task performance in public secondary schools in Anambra State with:  $r = 0.919$ ,  $r^2 = 0.845$  and percentage (%) = 84.5%. This analysis revealed a positive correlation coefficient value of 0.919 which

indicated that there is a positive relationship existing between instructional delivery competence and teachers' task performance in public secondary schools in Anambra State. This implies that a unit increase in instructional delivery competence leads to 0.919 (91%) increase in teachers' task performance in public secondary schools in Anambra State. The coefficient of determination ( $r^2$ ), 0.845, showed that the explanatory power of the variable is very high. This suggests that the more competent teachers are in their instructional delivery can lead to an improvement in their task performance.

**Research Question 2:** To what extent does subject knowledge competence relates to teachers' task performance in public secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation on the Relationship between Subject Knowledge Competence and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	$r^2$	Remark
Subject Knowledge Competence	479	0.921	0.849	Positive Relationship
Teachers' Task Performance	64			

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 showed that subject knowledge competence relates to teachers' task performance in public secondary schools in Anambra State with:  $r = 0.921$ ,  $r^2 = 0.849$  and percentage (%) = 84.9%. This analysis revealed a positive correlation coefficient value of 0.921, indicating that there is a positive relationship existing between subject knowledge competence and teachers' task performance in public secondary schools in Anambra State. This implies that a unit increase in pedagogical competence leads to 0.921 (92%) increase in teachers' task performance in public secondary schools in Anambra State. The coefficient of determination ( $r^2$ ), 0.849, showed that the explanatory power of the variable was very high. This means that an increase in teachers' subject knowledge competence corresponds to a greater level of teachers' task performance. Therefore, the subject knowledge competence accounts for 84.9% of variance in teachers' task performance. The result implies that



improving subject knowledge competence among teacher could lead to an improvement in teachers' task performance in public secondary schools in Anambra State.

## Hypothesis

**H<sub>01</sub>:** Instructional delivery competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State

**Table 3:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Instructional Delivery Competence and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	p-value	Remark
Instructional Delivery Competence	479				
Teachers' Task Performance	64	0.919	0.845	0.000	Significant

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed that instructional delivery competence significantly relates to teachers' task performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that instructional delivery competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that instructional delivery competence significantly relates to teachers' task performance in public secondary schools in Anambra State.

**H<sub>02</sub>:** Subject knowledge competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State.

**Table 4:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Subject Knowledge Competence and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	p-value	Remark
Subject Knowledge Competence	479				
Teachers' Task Performance	64	0.921	0.849	0.000	Significant

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed Subject knowledge competence significantly relates to teachers' task performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that subject knowledge competence does not significantly relate to teachers' task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that subject knowledge competence significantly relates to teachers' task performance in public secondary schools in Anambra State.

## Discussion of Findings

Findings on the extent instructional delivery competence relates to teachers' task performance in public secondary schools in Anambra State revealed that instructional deliver competence positively and significantly related to teachers' task performance in public secondary schools in Anambra State to a high extent. The finding of the study is in agreement with the findings of Umoru and Shaibu (2018) and Lopez-Gonzalez et al. (2020) who revealed that instructional competence positively

predicts teacher effectiveness in public schools. Similarly, study by Zhang and Chen (2020) revealed that teachers' instructional competence significantly influences their teaching effectiveness. Aydin (2021) reported a positive and statistically significant correlation between instructional delivery competence and students' academic achievement in public secondary schools. The similarities found among the studies could be attributed to the fact that instructional delivery competence is a crucial component of effective teaching, and it is essential for teachers to possess a

strong set of knowledge, skills, and attitudes in this area to positively impact student learning outcomes. Teachers who possess strong instructional delivery competence are better equipped to engage their students, promote critical thinking, and provide meaningful feedback, which in turn can lead to improved student learning outcomes.

Findings on the extent subject knowledge competence relates to teachers' task performance in public secondary schools in Anambra State revealed that subject knowledge competence positively and significantly related to teachers' task performance in public secondary schools in Anambra State to a high extent. The finding of the study is in consonance with Amie-Ogan and Etuk (2020) who found out that teachers' subject content knowledge and pedagogical skills influence students' academic performance in public senior secondary schools. Shah et al. (2020) also revealed that subject matter had a significant positive effect on teacher performance. A study by Ghazi and Khan (2018) found a strong positive relationship between teachers' subject knowledge and their teaching performance, suggesting that teachers who possessed better subject knowledge were more effective in their teaching tasks. The results confirmed that subject knowledge competence plays a

crucial role in shaping teachers' performance. Consequently, providing training and development programmes to improve teachers' subject knowledge can prove to be an effective strategy in enhancing their performance in public secondary schools.

## Conclusion

Research has demonstrated that professional competencies play vital roles in determining the task performance of teachers. Investing in the development of teachers' professional competencies can lead to improved task performance of teachers in public schools. Based on the data presented, analyzed and discussed, the study concluded that professional competencies positively and significantly related to teachers' task performance in public secondary schools in Anambra State.

## Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Policymakers and school administrators should prioritize investing in teacher training programmes that aim at enhancing teachers' instructional delivery. These training programmes would

provide teachers with the knowledge, skills, and attitudes necessary for effective teaching, which can ultimately lead to improved student learning outcomes.

2. Ministry of Education should prioritize hiring teachers with

strong academic qualifications in specific subject areas. By doing so, schools would have teachers who possess in-depth knowledge of their subject areas, leading to better quality education and improved learning outcomes.

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