

Professional Development Programme and Teachers' Instructional Task Performance in Ondo North Senatorial District Secondary Schools, Nigeria

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Abstract

The wide range of instructional task performed by teachers seem to be overwhelming and possibly impinged on teachers' instructional task performance. This could be attributed to the perceived inadequacies in professional development programmes. This study, therefore examined the relationship between professional development programme and instructional tasks performance in public secondary schools in Ondo North Senatorial District, Nigeria. The study employed the descriptive survey research design. The target population of the study comprised 55 principals and 1552 teachers in the existing 55 public secondary schools in Ondo North senatorial district, Nigeria. The sample consisted of 28 principals and 280 teachers which were selected across the three local government areas using multi-stage sampling procedure. Two validated research instruments titled "Teachers Professional Development Questionnaire (TPDQ)" with reliability coefficient of 0.72 and "Instructional Tasks Performance Questionnaire (ITPQ)" with reliability coefficient of 0.89 were used for data collection. The research questions were answered using frequency count, percentage and mean scores while the hypothesis was tested using Pearson Product Moment Correlation statistics at 0.05 level of significance. Findings showed that there was a significant relationship between professional development programmes and instructional task performance ($r= 0.336$). Based on the findings, it was recommended that, the school management and Ministry of Education should organize professional development programmes for teachers to improve their instructional task performance in public secondary schools.

Keywords: Teachers, professional development, programme, instructional task, performance.

Introduction

Teachers' instructional task performance is critical to the realization of educational goals in secondary schools. Teachers' carryout academic activities which focuses on instructional planning and classroom management. According to Ayeni (2010), teachers' instructional task performance is a set of statutory curricula functions that teachers execute to help students achieve their educational objectives in schools. Teachers task performance is defined as the extent to which teachers' carryout their primary duty of teaching and the extent to which they conduct themselves professionally (Odunayo, 2024). It is expected that Federal, State, and

Local Ministry of Education, alongside Universal Basic Education Board (UBEB) and School administrators ensure that the educational goals of schools are achieved, while teachers are responsible for optimizing outcomes through instructional task performance to ensure effective pursuit of the school's goals and objective. As Okeniyi (2013) reported, good school management is expected to be a result of good instructional task performance in the school. Teachers' instructional task performance includes preparing lesson plans, delivering curricula, using teaching materials, maintaining academic records, and evaluating students. Effective teachers require in-depth subject knowledge to create relevant lesson plans, effectively deliver content, assess student progress, and provide constructive feedback through tests, assignments, and examinations. Additionally, teachers must adapt instructional materials, maintain student records, and enforce discipline when necessary (Ayeni, 2010). In addition to Instructional task performance been an important aspect in the realization of educational goals, training through professional development programmes serves as a valuable tool for enhancing an individual's performance.

According to John and Fargo (2017) professional development as the process of acquiring or maintaining professional credentials, including academic qualifications and essential skills to enhance job performance. Professional development programmes help teachers acquire new knowledge, skills, and expertise necessary for delivering quality education. Such programmes can be formal or informal and may include external training through seminars, workshops, conferences, academic courses, or school-based collaborations. Workshops are short, intensive sessions designed to develop specific skills or address particular topics. These interactive programmes usually involve hands-on activities and discussions to improve participants' understanding. Studies indicate that workshops positively impact teaching practices and student outcomes, especially when conducted over extended periods (Quick et al., 2009). Seminars are recurring, less formal meetings typically held in academic or professional settings. Led by an instructor, seminars focus on specific subjects and are usually shorter than conferences. Engaging in seminar discussions and collaborating with peers helps teachers develop a deeper understanding of their subject matter, refine their communication skills, and improve critical thinking abilities (Billings, 2002). Conferences are large-scale gatherings where professionals from a specific field convene to discuss recent developments, research findings, and emerging trends. These events bring together participants from various institutions, allowing them to share diverse perspectives on critical issues and collaboratively seek solutions. By attending conferences, teachers acquire new skills, attitudes, and strategies that enhance their effectiveness in school administration (Okeh, 2019). Therefore, attending conferences is highly beneficial for teachers' career growth.

A study conducted by Ayeni and Afolabi (2012) titled Teachers' Instructional Task Performance and Quality Assurance of Students' Learning Outcomes in Nigerian Secondary Schools examined the relationship between teachers' instructional task performance and students' academic achievements. The research utilized a descriptive survey design and involved 60 principals, 540 teachers, and 1,800 students, randomly selected from 599 public secondary schools in Ondo State, which were later consolidated into 301 schools. Various research instruments, including the Teachers' Instructional Task Performance Rating Scale (TITPRS), Students' Rating Scale, Interview Guide for Principals, and Focus Group Discussion Guide (FGD) for teachers, were used to gather data. Findings revealed that there the teachers' instructional tasks were moderately performed in delivery of lessons, classroom

management, evaluation and feedback on learning outcomes. Nyong et al. (2019) investigated the “relationship between professional development programmes and instructors' task performance within police training colleges in Southern Nigeria. Utilizing a correlational research design, the study sampled 340 instructors from a population of 378, employing proportionate stratified sampling to achieve 90% representation. Data were collected via the Professional Development Programme Scale (PDPS) and the Task Performance Scale (TPS), exhibiting reliability indices of 0.89 and 0.88, respectively, and analyzed using simple and multiple regression techniques. The results indicated a significant positive impact of seminar, workshop, and conference participation on instructors' task performance. Hervie and Winful (2018) examined the influence of professional training and development on teacher performance within the Ghana Education Service, specifically focusing on Ebenezer Senior High School. Adopting a case study approach complemented by quantitative methods, the researchers employed simple random sampling for participant selection. A response rate of 75% was achieved, with 30 out of 40 distributed questionnaires returned. The study's findings identified factors such as insufficient in-service training, limited teaching resources, inadequate incentives, and ineffective supervision as key determinants of suboptimal teacher performance.

The results of study by Nyong et al. (2019) indicated a significant positive impact of seminar, workshop, and conference participation on teachers' instructional task performance. Despite the importance of professional development programmes to teachers' instructional task performance, Hervie and Winful (2018) in their study attributed poor instructional task performance by teachers to lack of frequent training opportunities insufficient, limited teaching resources, inadequate incentives, and ineffective supervision.

Statement of the Problem

Teachers' instructional task performance is a major factor when considering and measuring the quality of education. This underscores the premium being placed on their competencies in the discharge of instructional task performance which could also be enhanced through professional development programmes. However, it appears that teachers have lackadaisical attitude towards the discharge of their instructional tasks and therefore underperforming in the area of proper lesson planning, classroom management, effective delivery of lessons and utilization of instructional materials. The observed outcry of stakeholders as regards the quality of teachers' instructional tasks is a matter of concern that could be attributed to the perceived inadequacies in teachers' professional development programmes. It is against this background that this study examined the relationship between Professional development programmes and teachers' instructional task performance in public secondary schools in Ondo North Senatorial District Secondary Schools, Nigeria.

Research Questions

The following research questions were raised to guide the study;

1. What is the level of teachers' instructional task performance in Ondo North Senatorial District Secondary Schools, Nigeria?
2. What is the level of teachers' participation in professional development programmes in Ondo North Senatorial District Secondary Schools, Nigeria?

Research Hypothesis

One research hypothesis was formulated to guide the study.

H₀₁: There is no significant relationship between professional development programmes and teachers' instructional task performance in Ondo North Senatorial District Secondary Schools, Nigeria

Methodology

Descriptive survey research design was employed in this study. The target population of the study comprised 55 principals and 1552 teachers in the existing 55 public secondary schools in Ondo North senatorial district, Nigeria. The sample consisted of 28 principals and 280 teachers which were selected across three local government areas using Multi-stage sampling procedure. Simple Random sampling technique was used to select three (3) out of the existing six (6) Local Government Areas in the Senatorial District. A proportionate sampling technique was used to select 28 (50%) public secondary schools, 280 (18%) of teachers and 50% of principals in the sampled Local Government Areas. Thus, a sample size of 308 respondents was used for the study. The researcher constructed two instruments titled "Teachers' Professional Development Questionnaire (TPDQ) and Instructional Task Performance Questionnaire (ITPQ) which were used for the data collection with a 4-point Likert type Rating Scale classified as Always, Often, Seldom and Never with the values of 4, 3, 2, and 1 respectively. Face and Content validity of the instruments were determined by experts in the Department of Educational Management in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. The reliability of the instrument was ascertained using test re-test method which yielded reliability coefficient of 0.72 for Teachers Professional Development Questionnaire (TPDQ)" and reliability coefficient of 0.89 for "Instructional Tasks Performance Questionnaire (ITPQ). This indicated that the instruments were reliable. The research questions were answered using frequency count, percentage and mean scores, while, Pearson Product Moment Correlation (PPMC) statistics was used to test the hypothesis at a significant level of 0.05. The criterion mean score was 2.50. Mean score below 2.50 was considered low, mean score between 2.50 and 3.25 was considered moderate, while the mean score above 3.25 was considered high.

Results

The analysis of data were presented in order of the research questions and hypothesis, using frequency counts, percentage, mean, and Pearson's product moment correlation at 0.05 level of significance.

Research Question One: What is the level of teachers' instructional task performance in Ondo North Senatorial District Secondary Schools, Nigeria?

Data collected on the level of teachers' instructional task performance were presented in Table1, using frequency counts, percentage and mean scores.

Table 1

Level of Teachers' Instructional Task Performance

S/N	Items	Always		Often		Seldom		Never		\bar{x}
		F	%	F	%	F	%	F	%	
1	Teachers prepare adequate lesson notes in line with the subject curriculum	20	71.4	08	28.6	--	--	--	--	3.72
2	Set measurable objectives	15	53.6	11	39.3	02	7.1	--	--	3.47
3	Demonstrate good mastery of subject contents	17	60.7	09	32.1	02	7.1	--	--	3.54
4	Effective use of instructional materials	09	32.1	15	32.1	04	14.3	--	--	3.18
5	Engage students in active classroom interactions	13	46.4	13	46.4	02	7.1	--	--	3.39
6	Conduct periodic continuous assessment.	16	57.1	11	39.3	01	3.6	--	-	3.54
Grand Mean										3.47

The data presented in Table 1 showed that teachers' instructional performances were high in the preparation of lesson notes, setting of objectives, mastery of subject contents, engaging students in classroom interaction and continuous assessment. However, a moderate level of performance was recorded in the use of instructional materials. The grand mean of 3.47 obtained indicating that the level of teachers' instructional task performance in Ondo North Senatorial District was high.

Research Question Two: What is the level of teachers' participation in professional development programmes in Ondo North Senatorial District Secondary Schools, Nigeria?

Data collected on the level of teachers' participation in professional development programmes were presented in Table two using frequency counts, percentage and mean scores.

Table 2

Level of Teachers' Participation in Professional Development Programmes

S/N	Items	Always		Often		Seldom		Never		\bar{x}
		F	%	F	%	F	%	F	%	
1	Conferences	72	27.7	92	35.4	59	22.7	37	14.2	2.77
2	Workshops	54	20.8	107	41.2	65	25.0	34	13.1	2.70
3	Symposium	41	15.8	86	33.1	86	33.1	47	18.1	2.47
4	Seminar	48	18.5	110	42.3	79	30.4	23	8.8	2.70
5	Schools exchange training programmes	37	14.2	99	38.1	76	29.2	48	18.5	2.48
6	Peer mentoring	79	30.4	101	38.8	53	20.4	27	10.4	2.89
7	Coaching of subordinates	62	23.8	108	41.5	63	24.2	27	10.4	2.79
8	In-service training	39	15.0	103	39.6	87	33.5	31	11.9	2.58
9	Government sponsored training programmes	32	12.3	80	30.8	98	37.7	50	19.2	2.36

Grand Mean	2.64
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The data presented in Table 2 showed that teachers’ participation in professional development programmes were moderate in conference, workshops, seminar, peer mentoring, Coaching of subordinates and in-service training. However, teachers’ participation was low in symposium, schools exchange training programmes and government sponsored training programmes. The grand mean of 2.64 obtained indicated that the level of teachers’ participation in professional development programmes in Ondo North Senatorial District was moderate.

Research Hypothesis: There is no significant relationship between professional development programmes and instructional task performance.

Data collected from 280 teachers were correlated with 28 principals’ responses in 28 public secondary schools

Table 3

Relationship between Professional Development Programmes and Teachers’ Instructional Task Performance

Variable	N	DF	r-cal	p-val	Remark	Decision
Professional Development Programmes	28					
		54	0.336*	0.009	Sig	Rejected
Instructional Task Performance	28					

P < 0.05

The analysis presented in Table 3 depicted that there was a significant relationship between professional development programmes and teachers’ instructional task performance. This is because the p-value 0.009 is less than 0.05, therefore the null hypothesis was rejected.

Discussion

The data presented in Table 1 on the level of teachers’ instructional task performance indicating that teachers demonstrated a high level of performance in preparation of lesson notes in line with the subject curriculum, setting of measurable objectives and work towards achieving them, having good mastery of their subject contents, engaging students in active classroom interactions, conducting periodic continuous assessment for students. However, teachers’ performance was moderate in the use of instructional materials. Analysis of data in Table 2 on the level of teachers’ participation in professional development programmes revealed a moderate level of teachers’ involvement in seminars, symposiums, conferences, workshops, school exchange training programs, peer mentoring, superordinate mentoring, in-service training, and government-sponsored training programmes.

Findings also revealed that there was a significant relationship between professional development programme and teachers’ instructional task performance. This finding corroborated the finding by Sanni and Aransi (2023), which highlighting that teachers, who participated in professional development programmes demonstrated improved effectiveness in both academic and extracurricular activities. This implies that engaging in professional

development enables teachers to adopt more effective instructional techniques, update their teaching methods, and enhance overall instructional performance. This finding is consistent with Nyong et al. (2019), who found that professional development significantly influenced instructional task performance. However, teachers' instructional performance could be hindered by lack of frequent training opportunities (Hervie & Winful, 2018).

Conclusion

Based on the findings of the study, it was concluded that teachers' participation in professional development programmes was at a moderate level and had positive significant contribution to teachers' instructional task performance. The findings, affirmed the importance of professional development programmes in boosting teachers' instructional task performance in the mastery of their subject contents, preparation of adequate lesson notes in line with the subject curriculum, setting measurable objectives and learners' evaluation. The findings, further affirmed that professional development programmes have direct influence on teachers' instructional task performance in secondary schools.

Recommendations

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

1. The School Management, Teachers' Professional Associations and Ministry of Education should organize professional development programmes for teachers in order to improve teachers' pedagogical content knowledge and skills in instructional task performance in public secondary schools.
2. The school principals should intensify efforts in encouraging teachers to embrace professional development programmes that fosters competence building and improvement in instruction task performance.

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