



Economics Teachers' Level of Participation in Continuous Professional Development Training Programmes for their Task Performance in Secondary Schools in Anambra State

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ABSTRACT

The inefficiency in teaching coupled with poor job commitment of most Economics subject teachers, was the reason for this study. This study investigated Economics teachers' level of participation in continuous professional development training programmes for their task performance in secondary schools in Anambra State. The descriptive survey research design was employed in the study. Population for the study comprised 377 Economics teachers from 267 public secondary schools in the 6 education zones in Anambra State. Sample size of the study consisted of 264 Economics teachers from 187 public secondary schools within the 6 education zones, selected at 70% using the stratified random sampling technique. A 23-item researcher-developed questionnaire structured on a 4-point scale of Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) was used for data collection. The instrument was titled "Economics Teachers Participation in Continuous Professional Development Training Programmes Questionnaire (ETLPCDTPQ)". The ETLPCDTPQ was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. Reliability of the research instrument was established through a pilot-test carried out once on a single administration, sampling 25 Economics teachers selected from 5 public secondary schools in Anambra State, which were not part of the study. Data collated after the pilot test were measured using Cronbach Alpha statistics, which gave internal consistency reliability coefficient r -value of 0.83, 0.77 and 0.87 for the three clusters respectively. These scores were summed up and computed to give an overall reliability (r)-value of 0.82; showing that the research instrument was reliable. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. Findings of the study revealed that the Economics teachers' level of participation in continuous on-the-job, off-the-job and computer professional development training programmes for their task performance in secondary schools in Anambra State were all at a low level. The study recommended among others, that, the Anambra State government through effective policy implementation together with collaborations and efforts of the Post Primary Schools Service Commission (PPSSC) and secondary school principals should prioritize and institutionalize on-the-job training programmes, such as in-service workshops tailored specifically for Economics teachers, peer observations, mentoring from older experienced colleagues, job coaching, seminars, among others, which will ensure that teachers continually refine their skills in real-time classroom settings and improve their instructional methods likewise other task performance in school.

Keywords: *Economics, Teachers, Level, Participation, CPDTP, Task, Performance, Secondary, Schools*

Introduction

In the midst of the rapidly evolving changes in the Nigerian education system coupled with the recent global economic challenges in the human society, different Continuous Professional Development Training Programmes (CPDTP) are essential for economic teachers to remain abreast likewise updated with new pedagogical strategies, technological tools, and subject matter developments. CPDTP seems to improve teachers task performance in many ways which cannot be overemphasized. Besides, CPDTP can be described as structured learning opportunities that teachers and educators engage in, to continuously improve their professional knowledge, skills, and competencies in their field. These programmes are designed to enhance teachers' instructional practices and keep them updated with the latest educational trends and innovations, thereby promoting effective teaching and learning (Onoja & Edeh, 2022). It also refers to as ongoing educational and training activities that enable professionals, including teachers, to develop new skills and knowledge relevant to their roles. These programmes can include workshops, seminars, in-service training, and technology-based learning, all aimed at ensuring teachers remain effective in their task performance and contribute to school improvement (Afolabi & Johnson, 2023). While economics teachers task performance involves the effectiveness with which teachers fulfill their instructional responsibilities, including lesson planning, content delivery, classroom management, and assessment of students' academic progress. It encompasses the ability of teachers to apply their subject knowledge and pedagogical skills to promote student learning outcomes in Economics (Oluwole & Adesina, 2022). Task performance of Economics teachers is the degree to which teachers successfully carry out their duties in fostering student understanding of economic concepts and theories. This includes creating engaging lesson plans, employing appropriate teaching strategies, evaluating student performance, and addressing students' individual

learning needs (Ibrahim & Musa, 2023). Economics, as a dynamic subject deeply rooted in real-world applications and economic fluctuations, requires the secondary school teachers to continually enhance their knowledge and instructional skills to provide high-quality education. Economics as a subject has been described as social science that studies how individuals, businesses, governments, and societies allocate scarce resources to satisfy unlimited wants. It examines decision-making processes related to production, distribution, and consumption of goods and services, as well as the factors that influence these choices (Parkin, 2022).

Economics is equally the study of how societies manage limited resources to produce valuable goods and services and distribute them among different people and groups. It focuses on understanding economic behavior and the systems that regulate wealth creation, consumption, and the dynamics of markets (Mankiw, 2023). Its importance to both students and the society includes: helping students develop critical thinking and problem-solving skills by analyzing how individuals and institutions make decisions about resource allocation, production, and distribution. It encourages logical reasoning and informed decision-making in both personal and societal contexts (Smith & Johnson, 2021). Studying Economics provides insight into how various economic systems function and the impact of government policies on markets, inflation, employment, and income distribution. This knowledge is crucial for informed citizenship and participation in policy discussions (Blanchard & Waters, 2022). Never minding the important benefits of teaching economics to the society at large, economics teachers in secondary schools in Anambra State seems to face the challenge of ensuring that their teaching aligns with both curriculum requirements and contemporary economic trends. Their ability to meet these challenges depends significantly on their level of engagement and participation in professional development training programmes and activities. One of the key drivers of economic teachers' effectiveness in the classroom is their level of participation in CPDT programmes, which includes on-the-job and off-the-job training, as well as, specialized professional training in areas such as computer literacy (Afolabi, 2019; Benson, 2020).

On-the-job training as one of the CPDT programmes, typically occurs in the work environment and focuses on improving practical teaching skills. According to Afolabi (2019), on-the-job continuous professional training programmes are crucial for enhancing teachers' practical skills, allowing them to improve their instructional methods and classroom management while they are actively teaching. For Economics teachers, on-the-job training allows for real-time adaptation of new teaching methods, such as interactive learning, critical thinking exercises, and current events-based discussions, which are critical in Economics education. This type of training encourages collaboration among staff, fostering a supportive learning environment where teachers can share best practices and receive constructive feedback from colleagues (Afolabi, 2019). Additionally, it promotes continuous improvement in teaching quality, as teachers can immediately apply what they learn to their classrooms, adjusting based on real-time student needs. Examples of these programmes typically include mentorship, peer observation, team teaching, seminars, conferences, induction training and orientation, guided practices and in-service workshops, conducted within the school environment. On-the-job continuous professional training programmes help economics teachers integrate theoretical knowledge with real-time instructional practice, fostering a deeper understanding of pedagogical strategies (Chukwu, 2021). In Anambra State, the level of Economics teachers' participation in these programmes is critical in shaping their ability to deliver the curriculum effectively. However, research has shown varying levels of participation, with some teachers taking full advantage of these opportunities while others face constraints such as time limitations, lack of motivation, or insufficient institutional support (Benson, 2020).

Off-the-job continuous professional training programmes on the other hand, involves external training sessions, workshops, or seminars designed to broaden teachers' theoretical and practical understanding (Chukwu, 2021; Eze, 2022). Off-the-job continuous professional training programmes as observed by Eze (2022) offer teachers the opportunity to participate in professional development activities outside of their immediate work environment. It creates exposure to new ideas, global trends, and innovative teaching methods (Eze, 2022). Provide opportunities to network and collaborate with external experts (Okechukwu, 2023); likewise, aids development of leadership and facilitation skills for economics teachers in secondary schools (Chukwu, 2021). These programmes often include such examples as: external seminars, workshops, conferences, short-term and long-term abroad course outside the country, vestibule training by international organization outside the school premises and higher education degree courses that focus on new teaching methodologies, curriculum updates, and subject-specific training. Economics teachers, in particular, benefit from off-the-job training as it broadens their exposure to global economic trends, innovations in economic theory, and new teaching tools. However, in Anambra State, teachers' level of participation in such programmes has been inconsistent due to factors like limited funding, high costs of attending external courses, and the challenges of balancing personal commitments with professional development (Chukwu, 2021). Despite these challenges, teachers who participate in off-the-job training often demonstrate improved task performance, as they return to their classrooms with fresh perspectives and new strategies to enhance students' learning (Afolabi, 2019). As a result, schools and educational policymakers are encouraged to create more accessible off-the-job continuous professional development training opportunities to improve the overall quality of teaching and learning in the state (Okechukwu, 2023). Furthermore, computer training has become indispensable in today's technology-driven education system, equipping teachers with essential digital skills that enhance lesson delivery, students' assessment, and administrative tasks (Okechukwu, 2023). Benson (2020) opined that in this modern digital and technology age, computer literacy and application is essential for economics teachers to effectively manage their tasks, engage students, and adapt to new teaching modalities, such as e-learning platforms and digital assessments. Economics teachers, like their colleagues in other subject areas, need strong computer literacy skills to integrate technology into their lesson plans, use digitalized tools for students' evaluation, and access online resources that enhance their teaching (Benson, 2020). The level of teachers' participation or engagement in continuous computer professional development training programmes is thus a critical factor in determining their task performance, especially in a world where technology is becoming increasingly integral to education. In Anambra State, the integration of computer training into CPDT has shown mixed results. Some teachers actively participate in such programmes and demonstrate significant improvements in their digital competency, while others struggle due to a lack of infrastructure, inadequate access to computers, and limited training opportunities (Eze, 2022).

Effective participation in computer training not only improves classroom engagement but also helps teachers manage administrative tasks, such as grading and communication with parents, more efficiently (Okechukwu, 2023). Other benefits of computer professional development training

programmes to economics teachers include that they enhance their abilities to integrate digital tools into lesson delivery (Benson, 2020). Improve economics teachers' efficiency in managing administrative tasks and students' assessments (Afolabi, 2019). Enhance the competency of economics teachers to add greater flexibility in adopting e-learning and blended teaching models (Okechukwu, 2023). Consequently, fostering greater involvement and engagement in computer professional development training programmes such as basic computer fundamentals training programmes, e-learning training programmes, among others, is crucial for improving task performance and aligning teaching practices with modern educational demands. Hence, in Anambra State, continuous professional development programmes, including on-the-job, off-the-job, and computer training, are critical for enhancing the task performance of Economics teachers. These programmes not only update teachers' knowledge and skills but also equip them with the tools to navigate the changing dynamics of education. On-the-job training fosters immediate practical applications, off-the-job training broadens their professional horizons, and computer training prepares them for the increasing demands of digital literacy in the classroom. Ultimately, these professional development efforts contribute to improving teaching quality, students' engagement, and learning outcomes in Economics education. But many economics teachers including those in Anambra State seem to have not leveraged on the opportunities provided by the various CPDTP to enhance their task performance. The inefficiency in teaching the subject coupled with poor job commitment of most Economics teachers has become a matter of great concern for the researcher which has warranted this present study. Although, there seems to have been a lot of empirical researches on staff continuous professional development in different subject areas, however, these empirical studies which includes those of Afolabi and Olayemi (2020), Chukwu and Nwankwo (2022), Ekpoh, Edet and Nkama (2013), Eze and Okafor (2021), Manafa and Manafa (2020), Nnadi, Uzokwe and Oguzie (2020), and Oluwadare and Adekunle (2023) have their own mix, differences, findings and shortcomings, which warrants conducting the present study. Afolabi and Olayemi (2020) study investigated the effect of *Continuous Professional Development (CPD)* programmes on teachers' instructional effectiveness and overall task performance in secondary schools across southwestern Nigeria. The study found out that teachers who participated more frequently in on-the-job and off-the-job training, as well as technology-focused CPD programmes, demonstrated improved pedagogical skills, better classroom management, and increased student engagement. This previous study concluded that CPD had a significant positive impact on teachers' task performance.

Chukwu and Nwankwo (2022) study investigated the correlation between teachers' participation in CPD programmes and students' academic performance in secondary schools in southeastern Nigeria. The study found out that schools where teachers regularly participated in CPD programmes, particularly, in-service training and off-the-job workshops, reported higher students' academic achievement in some subjects. The study recommended the expansion of professional development opportunities to further improve task performance and student outcomes. Ekpoh, Edet and Nkama (2013) study on staff development programmes and secondary school teachers' job performance in Uyo Metropolis, Nigeria found out that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. Eze and Okafor (2021) study focused on the role of professional development, particularly, in computer literacy and ICT integration, on teachers' ability to deliver effective lessons. The study involved teachers from different states, and revealed that teachers who attended regular ICT training programmes were more likely to integrate technology into their teaching practices, leading to improved task performance and student learning outcomes. The study highlighted the importance of computer training programmes in bridging the digital gap among teachers. Nnadi, Uzokwe and Oguzie (2020) study on counsellors' participation in in-service training programmes for quality assurance in counselling services in secondary schools in Anambra State, Nigeria confirmed counsellors' participation in on-the-job and off-the-job in-service training programmes was low. The finding further revealed that low participation of counsellors in on-the-job in-service training programmes orientation/induction training programmes, seminars organized by the principals for counsellors in school through guest talk, mentoring of newly employed counsellors by the old experienced ones, workshops organized by the school authorities and training through observation. There was low participation of counsellors in the following off-the-job in-service training programmes as computer-based training programmes organized outside the school, conferences organized by the Counselling Association, conferences organized in the university for counsellors, outside workshops, coaching by an expert and apprenticeship or internship programmes for counsellors. The findings of Manafa and Manafa (2020) study showed that teachers were not often involved in training and professional development in their schools. The study further discovered that teachers were not involved in quality training, in-service training, information and communication technology training, orientation for new teachers, classroom instruction-led-training, refresher courses and skills training. Empirical study of Oluwadare and Adekunle (2023) explored the effectiveness of in-service (on-the-job) training programmes for teachers in public secondary schools in Nigeria. Using surveys and classroom observations, the researchers found that regular participation in in-service training significantly enhanced teachers' instructional delivery, classroom management, and ability to engage students in subjects like Economics. The study concluded that in-service training is a critical component of CPD that helps teachers remain effective in their teaching roles. A few other previous studies like those of Akudo (2022), Aminu, Aminu and Abubakar (2023) and Mmom (2022), have their own mix and findings, thus, necessitating this present study. The present study thus, investigated Economics teachers' level of participation in continuous professional development training programmes for their task performance in secondary schools in Anambra State.

Statement of the Problem

Teachers active participation in various Continuous Professional Development Training Programmes (CPDTP) have been proven to play a crucial role in ensuring that they stay up-to-date with emerging trends, teaching methodologies, and technological advancements. For the Economics teachers in secondary schools, participating in these CPDT programmes is particularly important due to the complexity and evolving nature of economic theories and real-world applications. CPDT programmes, such as on-the-job training, off-the-job training, and computer training, are essential and crucial for improving teachers' task performance, which includes lesson delivery, classroom management, and students' assessment, among many others. Despite the recognized benefits of various CPDTP, yet, many Economics teachers in secondary schools in Anambra State may not be fully engaging in these professional development opportunities. Their level of participation in the CPDTP has been inconsistent due to various factors such as

lack of institutional support, limited access to training opportunities, inadequate funding, and personal challenges. This lack of participation could lead to diminished teacher effectiveness, lower students' academic performance, and ultimately, a decline in the overall quality of Economics education in the State. More so, the increasing reliance on digitalized tools in education makes it imperative for Economics teachers to be proficient in using technology for both teaching and administrative tasks. However, anecdotal evidence suggests that many teachers especially those in Economics teaching area in Anambra State may not have received adequate computer training, leaving them ill-prepared to integrate digital tools into their teaching practices. Previous studies have explored the importance of CPDTP for teachers in various subject areas, but there seems to be limited research specifically addressing the level of Economics teachers' participation in CPDTP programmes and how this impacts their task performance in Anambra State. While some studies have examined teachers' involvement in general professional development activities, few have focused on the specific types of training (on-the-job, off-the-job, and computer training) and their direct influence on Economics teachers' ability to perform their tasks effectively. This study sought to fill this gap by providing empirical evidence on the level of Economics teachers' participation in CPDT programmes in Anambra State. By addressing this gap, the research will offer recommendations for enhancing teachers engagement in various CPDP programmes, ultimately contributing to improved teaching practices and students' learning outcomes in Economics education.

Purpose of the Study

The purpose of this study was to assess Economics teachers' level of participation in continuous professional development training programmes for their task performance in secondary schools in Anambra State. Specific objectives of the study aimed at:

1. Determining Economics teachers' level of participation in continuous on-the-job professional development training programmes for their task performance in secondary schools in Anambra State.
2. Examining Economics teachers' level of participation in continuous off-the-job professional development training programmes for their task performance in secondary schools in Anambra State.
3. Ascertaining Economics teachers' level of participation in continuous computer professional development training programmes for their task performance in secondary schools in Anambra State.

Research Questions

The following three research questions guided the study:

1. What are the Economics teachers' level of participation in continuous on-the-job professional development training programmes for their task performance in secondary schools in Anambra State?
2. What are the Economics teachers' level of participation in continuous off-the-job professional development training programmes for their task performance in secondary schools in Anambra State?
3. What are the Economics teachers' level of participation in continuous computer professional development training programmes for their task performance in secondary schools in Anambra State?

Method

The descriptive survey research design was employed in the study. This design was used to collect data from a sample of Economics teachers from their large population across the public secondary schools in Anambra State within the 6 education zones, using the questionnaire in order to showcase their opinions as regards to the present study. Information gathered from the sample were analyzed with appropriate statistics of mean and standard deviation in order to conclude the study. Population for the study comprised 377 Economics teachers from 267 public secondary schools in the 6 education zones in Anambra State. Justification for choosing only the Economics subject teachers was to enable the researcher gather necessary information pertaining to the study. Sample size of the study consisted of 264 Economics teachers from 187 public secondary schools within the 6 education zones, selected at 70% using the stratified random sampling technique. Selection of the sample of Economics teachers and public secondary schools at 70% respectively, was as a means to enable the researcher to have controllable sample size likewise adequate representation of the Economics teachers' population in Anambra State. The choice of sampling selection is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work. A 23-item researcher-developed questionnaire structured on a 4-point scale of Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) was used for data collection. The instrument was titled "Economics Teachers Level of Participation in Continuous Professional Development Training Programmes Questionnaire (ETLPCPDTPQ)". Construction of the questionnaire was guided by the literature reviewed, purpose of the study and research questions. The ETLPCPDTPQ was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. These experts determined the face and content validity of the research instrument. They equally made useful corrections on some of the items in the questionnaire which was incorporated before the final print out of the questionnaire.

Reliability of the research instrument was established through a pilot-test carried out once on a single administration, sampling 25 Economics teachers selected from 5 public secondary schools in Anambra State, which were not part of the study. Data collated after the pilot test were measured using

Cronbach Alpha statistics, which gave internal consistency reliability coefficient r -value of 0.83, 0.77 and 0.87 for the three clusters respectively. These scores were summed up and computed to give an overall reliability (r)-value of 0.82; showing that the research instrument was reliable, dependable and trustworthy of collecting the necessary data from the respondents. The ETLPCDTPQ was distributed to the respondents by the researcher with the help of six research assistants who were residence from the six education zones where the sampled public secondary schools were located in Anambra State. An on-the-spot method was adopted by the researcher and the research assistants to distribute copies of the questionnaire to ensure maximum recovery of the questionnaire administered. These research assistants were equally briefed about the intention of the study likewise on how to meet with the Economics teachers in order to collect the necessary data for the study. At first, the research assistants took permission from the principals before distributing the questionnaire to the Economics subject teachers in the public secondary schools. A total of 187 copies of questionnaire was printed and distributed to the respondents (that is, Economics teachers). All the copies of the questionnaire distributed to the respondents were recovered back by the researcher and research assistants within a period of five working days at a return rate of 100%. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50 rating. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of high level (HL), and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of low level (LL), and therefore, not accepted.

Results

Research Question 1: What are the Economics teachers' level of participation in continuous on-the-job professional development training programmes for their task performance in secondary schools in Anambra State?

Table 1: Mean Scores and SD Ratings of Economics Teachers on their Level of Participation in Continuous On-the-Job Professional Development Training Programmes for their Task Performance in Secondary Schools in Anambra State

N = 187 Economics Teachers

S/N	Statements: Please give your opinion concerning your level of participation in the under listed on-the-job professional training programmes in your school. Your participation in:	VHL	HL	LL	VLL	X	SD	Decision
1.	in-service workshops specifically organized for Economics teachers in the school	18	23	69	77	1.90	0.95	Low Level
2.	peer observations with other Economics teachers to enhance your task performance	21	31	71	64	2.05	0.98	Low Level
3.	team teaching with other colleagues to enhance teaching skills likewise task performance	49	67	43	28	2.73	1.01	High Level
4.	mentoring from older experienced colleagues to improve your task performance	25	34	68	60	2.13	1.01	Low Level
5.	job coaching from other Economics professionals organized within the school premise to improve your task performance	19	37	73	58	2.09	0.95	Low Level
6.	seminars organized in the school to improve your task performance	20	42	62	63	2.10	0.99	Low Level
7.	induction including orientation training organized for newly employed Economics teachers to enhance your task performance	26	37	65	59	2.16	1.02	Low Level
Overall Mean Score & SD =						2.17	1.02	Low Level

Analysis of data from Table 1 indicated that all the items from 1 to 2 and 4 to 7 were rated below 2.50 of the criterion mean score to show the respondents (Economics teachers) disagreement with these statements. Except for only item 3 which rated above 2.50 of the criterion mean score to show the respondents agreement with this statement on economics teachers high level of participation in team teaching in the secondary schools. Their overall mean score and SD is 2.17 and 1.02 respectively, indicating closeness in their responses. This result further indicated low level of Economics teachers' participation in continuous on-the-job professional development training programmes for their task performance in secondary schools in Anambra State.

Research Question 2: What are the Economics teachers' level of participation in continuous off-the-job professional development training programmes for their task performance in secondary schools in Anambra State?

Table 2: Mean Scores and SD Ratings of Economics Teachers on their Level of Participation in Continuous Off-the-Job Professional Development Training Programmes for their Task Performance in Secondary Schools in Anambra State

N = 187 Economics Teachers

S/N	Statements: Please give your opinion concerning your level of participation in the under listed continuous off-the-job professional training programmes outside your school. Your participation in:	VHL	HL	LL	VLL	X	SD	Decision
8.	workshops organized in your subject area outside the school to enhance your task performance	11	34	67	75	1.90	0.90	Low Level
9.	external training sessions from other organizations outside the school	13	30	75	69	1.93	0.90	Low Level
10.	seminars organized outside the school to improve your task performance	22	47	53	65	2.14	1.02	Low Level
11.	conferences organized by either your professional body or any higher education institution outside the school	19	28	78	62	2.02	0.94	Low Level
12.	higher degree education courses organized at the Universities	39	45	56	47	2.41	1.08	Low Level
13.	short-term courses conducted outside the country to enhance your task performance	7	10	71	99	1.60	0.76	Low Level
14.	long-term abroad course organized outside the country to improve task performance	5	9	90	83	1.66	0.69	Low Level
15.	vestibule training programmes organized by other institutions outside the school	18	33	66	70	1.99	0.97	Low Level
Overall Mean Score & SD =						1.96	0.95	Low Level

Analysis of data from Table 2 indicated that all the items from 8 to 15 were rated below 2.50 of the criterion mean score to show the respondents (Economics teachers) disagreement with these statements. None of the items were rated above 2.50 of the criterion mean score to show the respondents agreement with any of these statements. Their overall mean score and SD is 1.96 and 0.95 respectively, indicating closeness in their responses. This result further indicated low level of Economics teachers' participation in continuous off-the-job professional development training programmes for their task performance in secondary schools in Anambra State.

Research Question 3: What are the Economics teachers' level of participation in continuous computer professional development training programmes for their task performance in secondary schools in Anambra State?

Table 3: Mean Scores and SD Ratings of Economics Teachers on their Level of Participation in Continuous Computer Professional Development Training Programmes for their Task Performance in Secondary Schools in Anambra State

N = 187 Economics Teachers

S/N	Statements: Please give your opinion concerning your level of participation in the under listed continuous computer professional training programmes in your school. Your participation in:	VHL	HL	LL	VLL	X	SD	Decision
16.	webinars and online workshops offered for Economics teachers to attend virtual training sessions led by experts	18	22	99	48	2.05	0.87	Low Level
17.	e-learning training such as Moodle, Edmodo, or Google classroom provided for Economics teachers with online resources, interactive learning modules, including virtual classroom tools	9	10	101	67	1.79	0.75	Low Level
18.	educational software training such as Stata or EViews, which allows Economics teachers to conduct data analysis and simulations in their classrooms	5	7	112	63	1.75	0.65	Low Level
19.	MOOCs offered by platforms like Coursera, edX, and Udemy to provide Economics teachers with opportunities to learn from top universities and	8	13	114	52	1.88	0.71	

	professionals around the world							Low Level
20.	interactive simulations and games designed for Economics education, such as SimCity, Econland, or the Fiscal Ship, which allow teachers to engage students with practical applications of economic principles	11	19	100	57	1.91	0.80	Low Level
21.	spreadsheet software training like Microsoft Excel or Google Sheets essential for Economics teachers, for the collection, analysis, and visualization of data	17	12	103	55	1.95	0.85	Low Level
22.	Learning Management Systems (LMS) such as Blackboard, Canvas, and Microsoft Teams which offer Economics teachers comprehensive tools for managing course content, grading, and communicating with students	4	8	79	96	1.57	0.68	Low Level
23.	training in online assessment tools like Google Forms, Socrative, or Quizizz which provide teachers with the ability to create quizzes, surveys, and polls to assess students' understanding of Economics topics in real-time	2	12	68	105	1.52	0.66	Low Level
Overall Mean Score & SD =						1.80	0.77	Low Level

Analysis of data from Table 3 indicated that all the items from 16 to 23 were rated below 2.50 of the criterion mean score to show the respondents (Economics teachers) disagreement with these statements. None of the items were rated above 2.50 of the criterion mean score to show the respondents agreement with any of these statements. Their overall mean score and SD is 1.80 and 0.77 respectively, indicating closeness in their responses. This result further indicated low level of Economics teachers' participation in continuous computer professional development training programmes for their task performance in secondary schools in Anambra State.

Discussion of Findings

Findings of this study generally revealed that the Economics teachers' level of participation in continuous on-the-job, off-the-job and computer professional development training programmes for their task performance in secondary schools in Anambra State were all at a low level. These findings corroborate with Manafa and Manafa (2020) study which found out that teachers were not often involved in training and professional development in their schools. The study further discovered that teachers were not actively involved in quality training, in-service training, information and communication technology training, orientation for new teachers, classroom instruction-led-training, refresher courses and skills training. Ekpoh, Edet and Nkama (2013) found out that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. This finding conforms with Afolabi and Olayemi (2020) study which found out that teachers who participated more frequently in on-the-job and off-the-job training, as well as, technology-focused CPD programmes, demonstrated improved pedagogical skills, better classroom management, and increased students' engagement.

The finding of this study thus, indicated low level of Economics teachers' participation in continuous on-the-job professional development training programmes for their task performance in secondary schools in Anambra State. Meaning that the Economics teachers in secondary schools in Anambra State engaged minimally on a low level in on-the-job training programmes such as in-service workshops, peer observations, mentoring from older experienced colleagues, job coaching from other Economics professionals, seminars organized within the school, likewise, induction and orientation training organized for newly employed Economics teachers to enhance their task performance. This low level of participation could be responsible by several factors. Their low level of involvement in these programmes showcased that the Economics teachers may be missing out on critical opportunities to enhance their teaching strategies and classroom management skills. As a result, there is a gap in their ability to implement contemporary pedagogical approaches, which are essential for effectively teaching Economics, a subject that requires up-to-date knowledge of both theory and real-world applications (Chukwu, 2021). On-the-job training however, is crucial because it provides Economics teachers with opportunities to develop practical skills in real-time, receive feedback from peers, and improve their instructional techniques directly within the school environment (Afolabi, 2019). This finding aligns with earlier research which highlighted that teachers' performance is closely linked to their participation in regular and structured in-school professional development programmes (Okechukwu, 2023). This present study finding also corroborates with the findings of Akudo (2022) study which revealed among others, that the extent of teachers' participation in the various continuous on-the-job for their improved job productivity was to a low extent. Nnadi, Uzokwe and Oguzie (2020) study confirmed that the school counsellors' participation in on-the-job in-service training programmes was low. The finding further revealed low participation of counsellors in on-the-job in-service training programmes orientation/induction training programmes, seminars organized by the principals for counsellors in school through guest talk, mentoring of newly employed counsellors by the old experienced ones, workshops organized by the school authorities and training through observation.

The finding of this study also revealed low level of Economics teachers' participation in continuous off-the-job professional development training programmes for their task performance in secondary schools in Anambra State. This finding further indicated that the Economics teachers'

participation in off-the-job training programmes, such as external workshops and external training sessions from other organizations outside the school, seminars, conferences organized by either their professional body or any higher education institution outside the school, higher degree education courses organized at the Universities, short-term courses conducted outside the country, long-term abroad course organized outside the country and vestibule training programmes organized by other institutions outside the school, were all relatively on a low level. Notwithstanding, off-the-job training offers teachers a chance to step out of their immediate work environment, gain exposure to new teaching methodologies, network with peers from other schools, and stay updated on global and national economic trends (Benson, 2020). These programmes are particularly valuable in Economics education, as they provide insights into innovative ways to teach complex economic concepts and expose teachers to emerging trends in the global economy. This lack of exposure to new ideas and trends in Economics education caused by their low level of participation due to several possible reasons, hindered Economics teachers' ability to deliver lessons that are both current and relevant to students, limiting their task performance and, ultimately, the quality of students' learning outcomes (Eze, 2022). The present study finding similarly aligns with Akudo (2022) study whose finding indicated that the extent of teachers' participation in the various continuous off-the-job training programmes for their improved job productivity was to a low extent. The present study finding is equally in line with Chukwu and Nwankwo (2022) study which found out that schools where teachers regularly participated in CPD programmes, particularly, in-service training and off-the-job workshops, reported higher students' academic achievement in some subjects. Nnadi, Uzokwe and Oguzie (2020) study confirmed that the school counsellors' participation in off-the-job in-service training programmes was low. There was low participation of counsellors in the following off-the-job in-service training programmes as computer-based training programmes organized outside the school, conferences organized by the Counselling Association, conferences organized in the university for counsellors, outside workshops, coaching by an expert and apprenticeship or internship programmes for counsellors.

Finally, the finding of this present study indicated low level of Economics teachers' participation in continuous computer professional development training programmes for their task performance in secondary schools in Anambra State. Meaning that the Economics teachers had low level of participation in computer training programmes, which is concerning in an era where technology plays a significant role in both teaching and administrative tasks. The economics teachers low level of participation in computer professional development training programmes necessary to their task performance in secondary schools in Anambra State was mostly showcased in areas of their low participation in: webinars and online workshops offered for Economics teachers to attend virtual training sessions led by experts, e-learning training such as Moodle, Edmodo, or Google classroom provided for Economics teachers with online resources, interactive learning modules, including virtual classroom tools, educational software training such as Stata or EViews, which allows Economics teachers to conduct data analysis and simulations in their classrooms, MOOCs offered by platforms like Coursera, edX, and Udemy to provide Economics teachers with opportunities to learn from top universities and professionals around the world, interactive simulations and games designed for Economics education, such as SimCity, Econland, or the Fiscal Ship, which allow teachers to engage students with practical applications of economic principles, spreadsheet software training like Microsoft Excel or Google Sheets essential for Economics teachers, for the collection, analysis, and visualization of data, Learning Management Systems (LMS) such as Blackboard, Canvas, and Microsoft Teams which offer Economics teachers comprehensive tools for managing course content, grading, and communicating with students, and training in online assessment tools like Google Forms, Socrative, or Quizizz which provide teachers with the ability to create quizzes, surveys, and polls to assess students' understanding of Economics topics in real-time. This low level of participation in computer training indicated that many Economics teachers lacked the necessary skills to effectively use digital tools in the classroom, which could negatively impact their task performance. The economics subject teachers found it difficult to incorporate e-learning platforms, projectors, smart boards, or even basic computer applications into their daily teaching activities. This limited their ability to create engaging and dynamic lessons that could cater to the digital needs of modern students (Okechukwu, 2023). Furthermore, the economics teachers struggled with managing administrative tasks efficiently, such as grading, reporting, and communication with parents or colleagues, all of which are increasingly digitized in today's educational system. Conversely, computer training is essential for enhancing economics teachers' digital literacy and equipping them with the skills to incorporate technology into their teaching practices (Afolabi, 2019). In Economics education, the use of technology, such as data analysis software, digital simulations, and online resources, can make lessons more interactive and assist students to have better understanding of economic concepts. The present study finding conforms with Akudo (2022) study whose findings confirmed that the extent of teachers' participation in the various continuous in-service computer-based training programmes for their improved job productivity was to a low extent. The present study finding also aligns and corresponds with the finding of Eze and Okafor (2021) study which revealed that teachers who attended regular ICT training programmes were more likely to integrate technology into their teaching practices, leading to improved task performance and student learning outcomes.

Conclusion

The benefits of teachers active and high participation in Continuous Professional Development Training Programmes (CPDTP) are enormous and can never be overemphasized. But the findings of this study submits and concludes that despite the benefits of CPDTP, the Economics teachers' level of participation in continuous on-the-job, off-the-job and computer professional development training programmes for their task performance in secondary schools in Anambra State, were all at a low level. These findings highlight the need for increased efforts to promote Economics teachers' participation in professional development programmes in Anambra State. Specifically, the State government, educational policymakers and school administrators likewise the Economics teachers themselves, must prioritize on-the-job, off-the-job, and computer training programmes to ensure that teachers are equipped with the necessary skills and competences to improve their task performance. Addressing the barriers to participation in CPDT programmes is equally essential for enhancing the quality of Economics education and, ultimately, improving students' learning outcomes. Thus, the recommendations proffered below.

Recommendations

From the findings of this study, the following recommendations were made:

1. Anambra State government through effective policy implementation together with collaborations and efforts of the Post Primary Schools Service Commission (PPSSC) and secondary school principals should prioritize and institutionalize on-the-job training programmes, such as in-service workshops tailored specifically for Economics teachers, peer observations, mentoring from older experienced colleagues, job coaching, seminars, among others, which will ensure that teachers continually refine their skills in real-time classroom settings and improve their instructional methods likewise other task performance in school.
2. Anambra State government and educational stakeholders such as the Post Primary Schools Service Commission (PPSSC), principals, parents, private organizations, among other non-governmental institutions, should provide adequate funding and grants for Economics teachers to highly participate in continuous off-the-job training programmes, such as workshops, seminars, and conferences organized outside the school premises which will expose teachers to new trends in Economics education to enhance their task performance in school.
3. Education authorities with the cooperation of the PPSSC and secondary school principals in Anambra State should consistently organize regular and compulsory computer training programmes for all Economics teachers, focusing on integrating digital tools and digital literacy skills to facilitate the use of computer technology into their teaching practice and curriculum, which will also improve teachers' efficiency and task performance, especially in managing classroom activities and delivering engaging lessons.

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