

## Teachers' Professional Ethics and Instructional Performance as Correlates of Students' Academic Performance in Secondary Schools in Owo Local Government, Ondo State, Nigeria

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### ABSTRACT

The study investigated teachers' compliance with professional ethics and instructional tasks performance, and determined the implication on students' academic performance in secondary schools in Owo Local Government Area of Ondo State, Nigeria. Three research questions were raised and two hypotheses were formulated to guide the study. 90 top management officers (principals, vice principals, heads of departments, guidance and counselors, and examination officers completed questionnaire titled "Teachers Professional Ethics and Instructional Tasks Performance Questionnaire (TPEITPQ), and Students' Academic Performance Profoma (SAPP) ) in nine (9) secondary schools using randomly sampling technique. Data were analyzed using frequency count, percentage, mean score and Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance. The findings revealed that there is a significant relationship between teachers' professional ethics and instructional performance [ $r(88) = 0.694, p < 0.05$ ], also there is significant relationship between teachers' instructional tasks performance and students' academic performance [ $r(88) = 0.79, p < 0.05$ ]. The level of teachers' compliance with professional ethics was high in the components of: punctuality (68.9%), communication skill (63.3%), human relations (61.6%), effective time management (66.6%), adequate knowledge of subject matter (67.8%) and good dressing habit (81.2%). Further findings revealed that teachers prepare their lesson notes promptly (68.9%), conduct continuous assessment (73.3%), maintain good classroom management (66.7%), ensure students' discipline (81.1%) and participate actively in committees' work (75.6%). The level of students' academic performance was above average. Based on the findings, it was concluded that principals should collaborate with other professional bodies to organize intensive and regular seminars/workshops for capacity development of teachers to enhance professional conduct. Also, the state government in collaboration with other relevant stakeholders in the education sector should create enabling environment to enhance teachers' professional ethical standards and provide adequate learning facilities/materials to boost teachers' instructional tasks performance and achieve better academic performance of students in secondary schools

**Keywords:** secondary school, professional ethics, instructional tasks, instructional performance, students' performance

### INTRODUCTION

Teachers' professional ethics are the prescribed norms, values, principles, rules, regulations and standards governing teachers' professional conduct. The quality of education and students' performance depends on teachers' instructional tasks performance which is guided by ethics of the teaching profession. Teachers are expected to demonstrate expert knowledge and specialized skills in translating educational policies, principles and curriculum contents into actions during teaching-learning process in order to achieve the desired learning outcome.

Instructional tasks are statutory curricula functions that are performed by teachers to enable learners achieve the set educational goals in schools. This means that the real teacher must possess the qualities for effective teaching and learning. The teacher must know what to teach, how to teach, and whom to teach. The purpose is to deliver the curriculum effectively and efficiently, so as to achieve the set goals and standards in schools (Ayeni, 2011; Koleoso, 2002). Teacher's instructional task performance is facilitated by the ability of the teacher to demonstrate sound professional attributes like scholarship through continuous research and it is pivotal to successful teaching, students' learning outcomes and attainment of quality education in secondary schools. Teachers' professional ethics are manifested in their knowledge of the subject-matter, pedagogical skills and competences in the teaching-learning process, which leads to the accomplishment of the stated educational goals. Bangbade (2004) found that teachers' professional ethics have significant relationship with students' academic performance; such professional ethics according to Bangbade (2004) include teachers' knowledge of the subject matter, communication skill, emotional stability, good human relations and interest in the job.

The quality of students' academic achievement in Nigerian secondary schools has been observed to be dwindling/relatively low as revealed in the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in the West African Senior School Certificate Examinations which reflected 52.92% in 2016, 59.22% in 2017 and 49.98% in 2018 (Adenipekun, 2018). This relatively low level of performance could be partly attributed to lack of teachers' full commitment to professional ethics.

This study is significant because it will provide more insight into the professional ethics of teachers in Owo Local Government Area, Ondo State, Nigeria and world at large. The findings of this study will guide school principals, educational planners and other stakeholders in the education sector on how to enhance teachers' compliance with professional ethics for better teaching-learning process and students' academic performance in secondary schools. The outcome of the study will serve as reference point for future researches on teachers' professional ethics, instructional tasks performance and students' academic performance.

### **Concept of Teaching Profession**

Teaching is the art of imparting knowledge to the learners. This is the primary duty of a teacher who has gone through a proscribed period of professional training. Teaching is not a profession for 'all comers'. This is the reason why the Teachers' Registration Council of Nigeria (TRCN) was established by Decree (now Act) 31 of 1993. The Council became operational by June, 2000. It is aptly stated in section 5 sub-section 100 (a) of the National Policy on Education that "Teachers' Registration Council of Nigeria (TRCN) shall continue to register teachers and regulate teaching profession and practice" (Federal Republic of Nigeria, 2013). The TRCN among other responsibilities has the mandate to enforce professional ethical conduct among teachers and prosecute erring ones using the Teachers Tribunal which has powers under the law to met out punishments. The Teachers' Registration Council also has the responsibility to support continuing professional development of teachers and promote teaching as a profession (Teachers Registration Council of Nigeria, 2005). When teachers are seen upholding a sound professional conduct, it creates a high level of public confidence and trust in the teaching profession. Since its inception, the TRCN has taken up the challenge of ensuring that teachers in the profession are actually trained and certified to do their job well. However, students' academic performance is relatively low in Nigerian secondary schools probably because the schools are still riddled with teachers who lack full commitment to professional ethics.

In Nigeria, the Teachers' Registration Council has stipulated that all teachers should abide by its code of ethics. Furthermore, the council has the mandate to publish and maintain codes of professional conduct for teachers, which shall include the standards of teaching, knowledge, skill and competence. The Teachers' Registration Council of Nigeria (TRCN) is committed to ensuring that the code of professional conduct for teachers is promoted and observed by ensuring that every teacher possesses the prescribed teaching qualification(s) and registers as a member of the TRCN. This is to maintain public trust and confidence in the teaching profession. Akuezilo and Akudolu (2006) posited that TRCN has made the mandatory continuous professional education part of the requirements for renewal of teachers' practicing licenses while teachers at all levels of education without teaching qualifications are mandated to undergo a Postgraduate Diploma in Education (PGDE), in order to become certified teachers.

### **Teachers' Professional Ethics**

The term ethics also known as professional conduct refers to the manner in which a person behaves, especially in a formal organisation. It is characterized by comportment, demeanor, and how an employee organizes and performs a particular activity. Conduct could also mean the procedures adopted by an organization in directing and managing its human and material resources, and activities to achieve the set goals. In the school setting, teachers are expected to demonstrate full professional commitment to official responsibilities, transparency, equity and accountability. Since no education system can rise above the quality of teachers, they are expected to have sound intellectual skill, communication skill, integrity, respect, trustworthiness, caring, confidential, good dressing habit, and guidance oriented. These core values are further highlighted and explained as follows:

#### ***Intellectual skill***

Teachers' professional ethics emphasizes the need for them to improve their knowledge of the subject matter and the teaching skills they learned in pre-service courses they attended. This is due to knowledge explosion in the changing world which requires teachers to keep abreast of innovations in curriculum development and pedagogical skills in order to improve teaching-learning process and learners' academic performance in schools.

#### ***Communication Skill:***

The teacher will do well by communicating with the students, using appropriate linguistic medium of instruction. Teachers are expected to communicate effectively with students, colleagues, parents, school management and others in the school community in the manner that is professional.

**Respect:** This presupposes that teachers should uphold human dignity and promote equality, emotional and cognitive development. It is ethical for teachers to abide by contractual obligations and the rule of law. Teachers should also demonstrate respect for spiritual and cultural values, diversity, social justice, human rights, freedom, democracy and environment.

**Integrity:** This entails being honest, straightforward, reliable and morally upright which are demonstrated through absolute professional commitments in performing their responsibilities within the framework of stipulated national and school policies, procedures, guidelines and regulations which aimed at promoting students education.

**Care:** Teachers should have positive influence and empathy in practice. Teachers should be caring, fair and committed to their job, and seek to motivate, inspire students for academic success, and ensure welfare and safety.

**Trust:** Teachers should maintain culture of mutual trust and respect in their schools; maintain positive relationships colleagues, parents, school management and the public. Trust embodies fairness, openness and honesty.

**Confidentiality:** Teachers should respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the well being of an individual.

### ***Dressing habit***

It is a common knowledge that 'dress the way you will want to be addressed'. Teachers are expected to be role models to their students. Unfortunately, this is not the case in most instances as students made jest of teachers who have been observed to be shabbily dressed. Generally speaking, students do not consider just the teachings alone, but also the dressing as their teachers' appearance can make the students to love or hate the subject, which ultimately affects their academic performance.

### ***Guidance:***

Guidance simply means to lead or direct. Teachers' guidance is important because students follow the leading of the teacher in problem solving. Guidance helps the students to improve on their study habits, which directly affects academic performance. Mushtaq and Khan (2012) posited that teacher guidance improves teaching procedures especially when the teacher actively engages the students in the learning process. Teachers who involve students in learning activities reduce deviant behaviours. Students are also guided when teachers enforce school rules and regulations as well as applying sanctions without favour (Oyinloye, 2010).

### **Teachers' Professional Ethics and Instructional Performance**

Instructional tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools. This ultimately depends on the capacity of teachers to make effective use of instructional resources to ensure quality teaching-learning process (Ayeni, 2011).

Instructional quality depends on the ability of the teacher to demonstrate sound professional attributes like scholarship through adequate research, critical thinking and problem solving that facilitate effective teaching-learning process. The quality of instruction is manifested in teachers' knowledge of the subject-matter and pedagogical skills. This means that the real teacher must know what he is to teach, how he is to teach, and whom he is to teach. The purpose is to deliver the curriculum effectively, so as to achieve the set educational goals and standards in schools (Ayeni 2011; Koleoso, 2002).

The teacher instructional performance is crucial to effective and efficient learning; the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feedback on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ayeni, 2011).

The teacher promotes quality education from the domain of teaching and learning through creative idea, participation and cooperative learning, research, critical thinking, problem solving and innovation. These lead to the proper development of knowledge, skills, attitude and values that enable students to achieve desirable results and function effectively in the society.

In order to ensure effective teaching and learning process, it is imperative for the teacher to possess a good measure of professional ethics such as self-understanding, psychological awareness, professional commitment and insight, and demonstrate expert quality in the performance of instructional tasks (Bottery, 2008).

### **Teachers' Professional Ethics and Students' Academic Performance**

Academic performance is the outcome of education acquired by the students. This shows the grade/marks obtained by students in tests and examinations. It can be said to be the accomplishment of students' achievement measured against predetermined educational standards/goals.

Craig (2009) maintains that education will be more beneficial to students in the 21st century in following areas: 1) acquisition of knowledge and skills, and application of what have been learnt to deal with real world challenges rather than simply reproducing the information on tests for academic excellence; and 2) ability to think critically about information and solve novel problems, communicate, collaborate and adapt to change.

Creamers (1994) stated that what makes an effective teacher includes having a positive attitude, development of pleasant social/psychological climate in the classroom, having high expectations of what students can achieve, lesson clarity, effective time management, the use of variety of teaching methods, using and incorporating students' ideas, and using appropriate and varied questioning. Also, Smith (1995) maintains that teachers' behaviour brings about positive classroom interaction and arouses learners' interest to learn even difficult concepts, irrespective of gender. This contributes significantly to students' academic performance.

Berry (2015) stated that the teacher's competence fosters students' mastering of content while analysing, synthesizing, evaluating and producing information from a wide variety of subjects and sources. Berry (2015) further advocated that students should be able to demonstrate the 3Cs, including creativity, communication and collaboration, while learning of this nature demands well prepared teachers who are well grounded in ICT in order to access and use information in helping students to enjoy learning and build intellectual capacity for sound academic performance.

However, many teachers are still unable to use the computer which makes them to remain at the level of operating with conventional methods and ideas in teaching their students. Unfortunately, such students can only reproduce whatever they have learnt, but may be unable to develop the idea of innovation which is needed for sound academic performance.

### **Statement of the Problem**

It is a common knowledge that when teachers are seen upholding sound professional conduct, it creates a high level of public confidence and trust in the teaching profession. However, the issue of declining academic performance of students in Nigeria secondary schools has generated much concern among stakeholders in the education sector. This has been partly attributed to lack of teachers' full commitment to professional ethics, which affects students' academic performance. This public outcry calls for further investigation into teachers' compliance with teaching professional ethics (norms, values, principles and regulations) in the performance of instructional tasks, with a view to determining their implications on students' academic performance in secondary schools, using Owo Local Government Area of Ondo State, Nigeria as a case study.

## Research Questions

The following research questions were raised to guide the study.

1. What is the level of teachers' compliance with professional ethics in secondary schools?
2. What is the level of teachers' effectiveness in instructional task performance in secondary schools?
3. What is the level of students' academic performance in secondary schools?

## Research Hypotheses

The following research hypotheses were formulated to guide the study.

**HO<sub>1</sub>:** There is no significant relationship between teachers' professional ethics and instructional task performance in secondary schools.

**HO<sub>2</sub>:** There is no significant relationship between teachers' instructional task performance and students' academic performance in secondary schools.

## Research Method

The study adopted the descriptive survey and *ex post facto* research designs. Two (2) Local Government Areas were randomly selected out of the six (6) Local Government Areas in Ondo North Senatorial District of Ondo State. Three research questions were raised and two hypotheses were also formulated. Respondents comprised 90 school administrators (principals, vice-principals, and heads of departments) randomly sampled from 9 secondary schools in Owo Local Government Area of Ondo State, Nigeria. Data were collected using "Teachers Professional Ethics and Instructional Tasks Questionnaire" (TPEITQ) and "Students' Academic Performance Proforma" (SAPP). The instrument utilized a four-point Likert rating scale classified as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with value of 4, 3, 2 and 1 respectively.

The questionnaire contained 11 items which cover variables such as punctuality, knowledge of the subject matter, preparation of lesson notes, communication skill, time management, human relations, dressing habit, class management, continuous assessment, students' discipline, and committee work. Students' academic performance variable is the achievement recorded in the West African Senior School Certificate Examinations (WASSCE) between 2015 and 2017.

The research instrument was validated by experts in the Department of Educational Management, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko and Test and Measurement Unit, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Nigeria. The experts made necessary scrutiny and modification to ensure that the questionnaire items adequately covered all the different dimension of the component variables in the research questions and hypotheses. The reliability of the instrument was confirmed through test and re-test at two weeks interval in two schools outside the Local Government Areas of the study. This yielded a correlation co-efficient of 0.76 that indicated high reliability of the questionnaire items constructed.

The researcher visited all the schools selected for the study to administer questionnaires. The researcher sought for the permission of the principals and solicited for the cooperation of the respondents in completing the questionnaires. The researcher was assisted by one trained research assistant who helped in the administration of questionnaires in the sampled schools while completed questionnaires were collected from the respondents on the same day. The few respondents who could not fill the questionnaire on the spot were given opportunity till the next day when the researcher visited their schools to collect completed questionnaire. The administration of the instrument took three (3) working days. This method ensured 100% rate of return of the questionnaire. The research questions were analyzed using frequency count

and percentage while Pearson Product Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance.

## RESULTS

The results and discussions of data analyses are presented in two parts. The research questions were analyzed descriptively using frequency counts and percentage while the research hypotheses were tested using inferential statistics: Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance. The responses on strongly agreed and agreed were classified as agreed, while disagree and strongly disagree were classified as disagreed for easy description. The results are presented in tables 1 – 6.

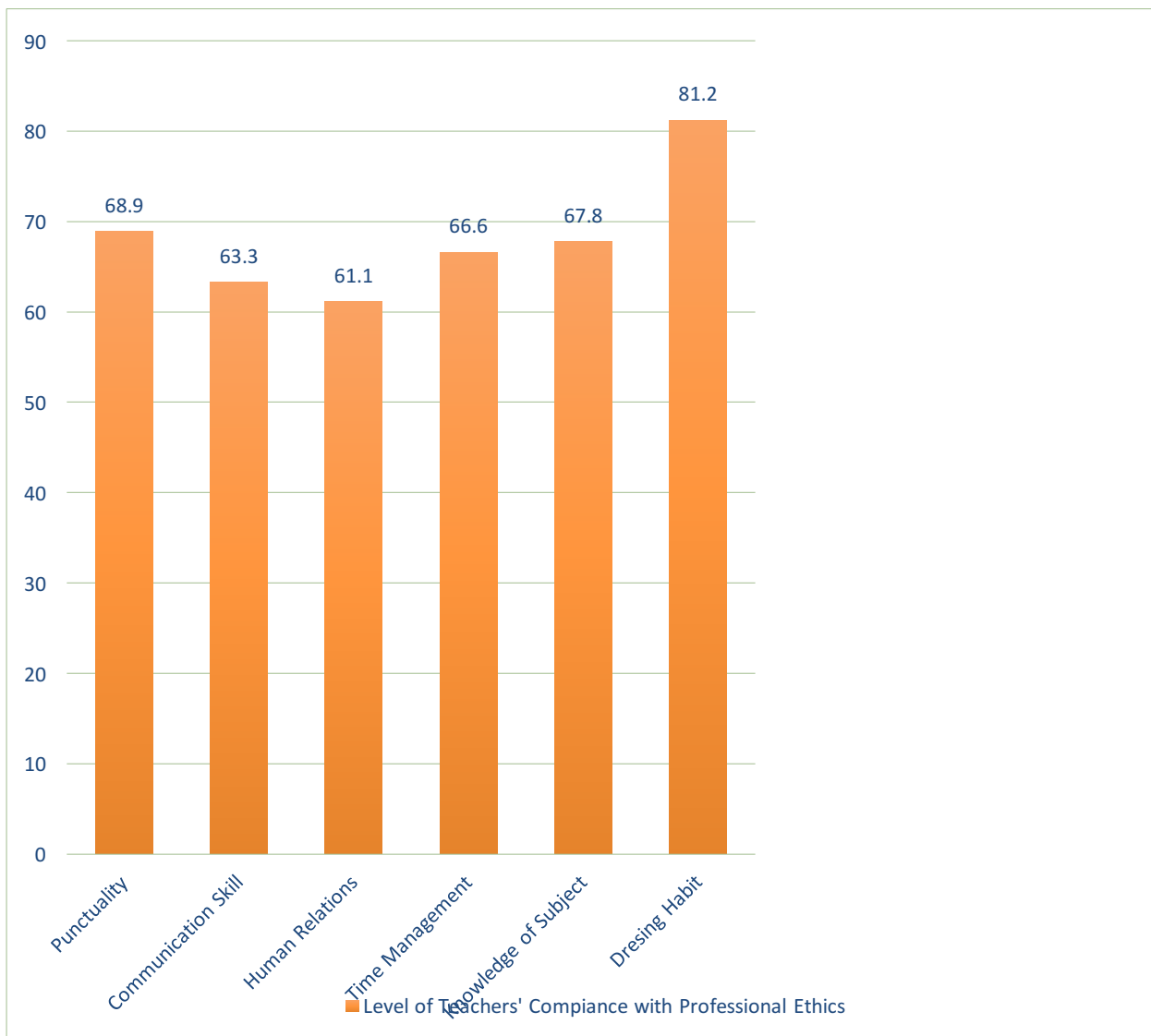
### What is the level of teachers' compliance with professional ethics in secondary schools?

The analysis of data in table 1 and figure 1 indicated that the level of teachers' compliance with professional ethics was high as reflected in the following percentage points: punctuality (68.9%), good communication skill (63.3%), positive human relations (61.1%), effective time management (66.6%), adequate knowledge of subject matter (67.8%) and good dressing habit (81.2%). These were reflected in percentage points of strongly agree and agree responses combined in items 1, 2, 3, 4, 5 and 6.

**Table 1**  
**Teachers' Compliance with Professional Ethics (n = 90)**

S/N	Items		SA	A	SD	D	Total
1.	All teachers are punctual to schools	F	20	42	25	3	90
		%	22.2	46.7	27.8	3.3	100
2.	All teachers have good communication skills	F	18	39	32	1	90
		%	20.0	43.3	35.6	1.1	100
3.	All teachers demonstrate good human relations	F	17	38	32	3	90
		%	18.9	42.2	35.6	3.3	100
4.	All teachers have good time management	F	22	38	29	1	90
		%	24.4	42.2	32.2	1.1	100
5.	All teachers have sound knowledge of the subject matter	F	19	42	29	0	90
		%	21.1	46.7	32.2	0.0	100
6	All teachers have good dressing habit	F	23	50	17	0	90
		%	25.6	55.6	18.9	0.0	100
<b>Weighted Average</b>		<b>F</b>	<b>19.8</b>	<b>41.5</b>	<b>27.3</b>	<b>1.4</b>	<b>90</b>
		<b>%</b>	<b>22.0</b>	<b>46.1</b>	<b>30.3</b>	<b>1.6</b>	<b>100</b>

Source: Field Work, 2018.



**Figure 1: Level of Teachers' Compliance with Professional Ethics**

### **What is the level of teachers' effectiveness in instructional tasks performance?**

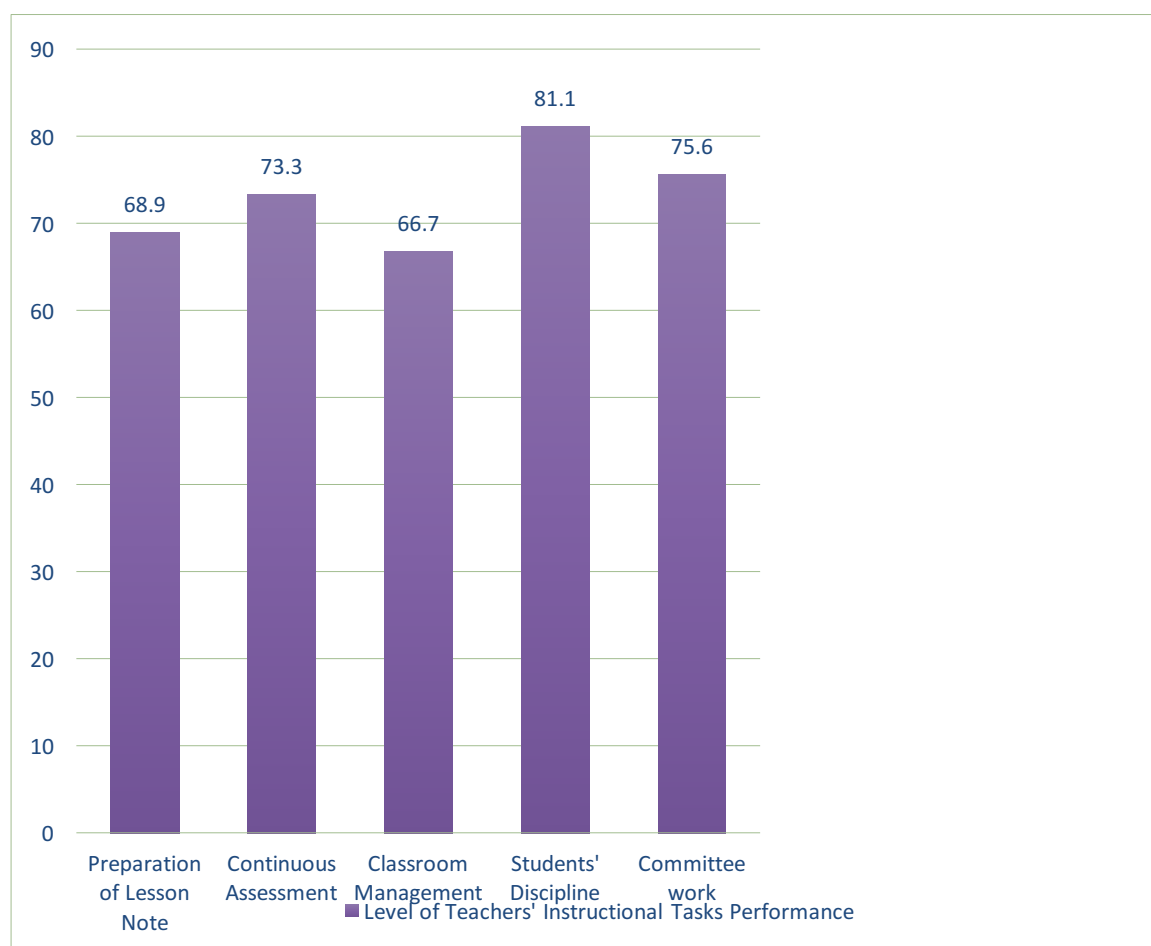
The analysis of data in table 2 and figure 2 indicated that majority of teachers were effective in instructional tasks performance as reflected in the following percentage points: preparation of lesson notes (68.9%), continuous assessment (73.3%), classroom management (66.7%), students' discipline (81.1%) and participation in committees work (75.6%). These were reflected in percentage points of strongly agree and agree responses combined in items 1, 2, 3, 4, and 5.



**Table 2**  
**Teachers' Instructional Tasks Performance (n = 90)**

S/N	Items		SA	A	SD	D	Total
1	All teachers prepare their lesson notes adequately and regularly	F	26	36	28	0	90
		%	28.9	40.0	31.1	0.0	100
2	All teachers conduct continuous assessment regularly	F	27	39	21	3	90
		%	30.0	43.3	23.3	3.3	100
3	All teachers maintain good classroom management	F	14	46	30	0	90
		%	15.6	51.1	33.3	0.0	100
4	All teacher support the school management on students' discipline	F	17	56	17	0	90
		%	18.9	62.2	18.9	0.0	100
5	All teachers participate actively in committees work	F	17	51	22	0	90
		%	18.9	56.7	24.4	0.0	100
<b>Weighted Average</b>		<b>F</b>	<b>20.2</b>	<b>45.6</b>	<b>23.6</b>	<b>0.6</b>	<b>90</b>
		<b>%</b>	<b>22.4</b>	<b>50.6</b>	<b>26.4</b>	<b>0.6</b>	<b>100</b>

Source: Field Work, 2018.



**Figure 2: Level of Teachers' Instructional Tasks Performance**

### What is the level of students' academic performance in WASSCE from 2015-2017?

Data presented in tables 3, showed weighted average and analysis of students' academic performance for three academic sessions (2015 – 2017). The result indicated that 42.52% of the candidates met the baseline standard (obtained five credits and above, including English Language and Mathematics). This implied that the level of students' academic performance is still below average in secondary schools in Owo Local Government Area of Ondo State. A

comparative analysis of results indicated that the best academic performance was recorded in year 2017 (Mean=3.22).

**Table 3**  
**Weighted average level of students' performance in WASSCE from 2015 -2017**

Academic Session	Candidates with Five (5) Credits including English and Maths (4)	Candidates with Five (5) Credits including English or Maths (3)	Candidates with Five (5) Credits without English and Maths (2)	Candidates with less than Five (5) Credits (1)	Mean Score
2014/2015	388	347	205	73	3.04
2015/2016	535	357	211	111	3.08
2016/2017	480	390	157	46	3.22
No. of candidates	1403	1094	573	230	
Weighted Average (%)	42.52	33.15	17.36	6.97	

**Relationship between teachers' professional ethics and teachers' instructional tasks performance in secondary schools.**

Hypothesis one was tested by correlating data collected on teachers' professional ethics with teachers' instructional tasks performance in the nine (9) sampled secondary schools, using Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented in table 4 revealed that the calculated r-value (0.694) was greater than the critical-value (0.205) at  $p < 0.05$  is significant. Hence, the null hypothesis ( $H_0$ ) of no significant relationship is rejected while the alternate hypothesis is accepted. This implied that there is a significant relationship between teachers' professional ethics and teachers' instructional tasks performance in secondary schools.

**Table 4**  
**Relationship between Teachers' Professional Ethics and Instructional Tasks Performance**

Variables	Mean	SD	N	r-cal	r-tab	p	df	Remark
Professional Ethics	1.33	0.473	90					
Instructional Task Performance	1.89	0.672	90	0.694	0.205	0.05	88	<i>Significant</i>

\*Significant@ 0.05

**Relationship between teachers' instructional tasks and students' academic performance**

The result on table 5 indicated that r-cal (0.790) is greater than r-tab (0.205). This implied that there is a significant relationship between teachers' instructional tasks performance and students' academic performance at 0.05 level of significance. Therefore the null hypothesis of no relationship is rejected while the alternate hypothesis is accepted.

**Table 5**  
**Relationship between Teachers' Instructional Tasks and Students' Academic Performance**

Variables	N	Mean	SD	r-cal	r-tab	p	Df	Remark
Teachers' Instructional Tasks Performance	90	1.89	0.672					
Students' Academic Performance	90	3.91	0.992	0.790	0.205	0.05	88	<i>Significant</i>

\*Significant  $p < 0.05$

## DISCUSSIONS

The result obtained from the analysis of data on research question one in table 1 indicated that teachers complied highly with professional ethics in punctuality, good communication skills, positive human relations, effective time management, adequate knowledge of subject matter and good dressing habit in secondary schools in Owo Local Government Area of Ondo State. This was in consonance with Creamers (1994) that stated that what makes an effective teacher include the professional ethics which are imbibed and demonstrated by teachers in time management, and appropriate teaching techniques. This was also supported by Tyessi, (2015) who claimed that the subjects taught by teachers might not necessarily be students' favorite, yet teachers dressing endeared them as role model to their students.

The findings on research question two in table 2 revealed that professional ethics have positive impact on teachers' instructional tasks performance. Majority of teachers prepared their lesson notes promptly, conduct continuous assessment regularly, maintained good classroom management, ensured students' discipline and participated actively in committees' work. This was in consonance with Babalola (2000) that posited that maintenance of good classroom is an instructional task performed by most school teachers.

Analysis of data on research question three in table 3 showed that the level of students' academic performance is near average. The result indicated that only 42.52% of the candidates met the baseline standard (obtained five credits and above, including English Language and Mathematics). in secondary schools in Owo Local Government Area of Ondo State.

The result obtained on hypothesis one in table 4 indicated that there is a significant relationship between teachers' professional ethics and instructional tasks performance in secondary schools. This finding corroborated by Mohammed, (2006) who found that teachers' professional ethics have significant impact on teachers' instructional tasks performance in secondary schools.

The analysis of data presented in table 5 revealed significant relationship between teachers' instructional tasks and students' academic performance. This implied that teachers' are effective in instructional tasks performance and contributed significantly to students' academic performance in secondary schools. This finding supported the view of Ogunsaju (2006) which indicated that teachers' instructional tasks constitute the leverage point for instructional improvement, teachers' competence and efficiency of the educational system. It could be deduced that teachers made good use of appropriate teaching methods, principles and practices of various techniques to establish, develop and execute the policies, plans and procedures necessary to achieve educational goals in secondary schools.

## CONCLUSION

Based on the findings, teachers' professional ethics and instructional tasks have significant influence on students' academic performance. This implied that most teachers complied with professional ethics and demonstrated the desired commitment to instructional task performance in secondary schools.

## RECOMMENDATIONS

Based on the findings, the following recommendations were made to improve the level of teachers' compliance with professional ethics and instructional tasks performance for better academic performance of students in secondary schools.

1. Government should provide adequate learning facilities and materials to improve teachers' instructional tasks performance and students' academic performance in secondary schools.
2. Principals should collaborate with other professional bodies to organize intensive and regular seminars/workshops for capacity development of teachers to enhance professional conduct and quality of teaching-learning process in secondary schools.
3. Teachers should demonstrate strong commitment to their profession, imbibe the right attitude to work and give their best in the performance of instructional tasks in order to improve students' academic performance.

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