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TEACHING PROFESSIONAL ETHICS AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN POST-BASIC SCHOOLS IN TARABA STATE, NIGERIA

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Abstract

This study examined professional development, professional competence, and professional commitment as correlates of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria. The study was guided by three research questions and three null hypotheses tested at 0.05 level of significance. A correlational survey research design was adopted, with a population of 5,138 school personnel (4,754 teachers and 384 principals) from 369 public post-basic schools across 12 educational zones. A sample of 565 respondents (369 teachers and 196 principals) was selected using multi-stage sampling procedures. Data were collected using two adapted instruments: Teaching Professional Ethics Questionnaire (TPEQ) and Teachers' Job Performance Questionnaire (TJPQ), both structured on a 5-point Likert scale. The instruments were validated by experts, yielding Validity Coefficient Indices of 0.90 for TPEQ and 0.80 for TJPQ, while reliability coefficients of 0.82 and 0.79 respectively were established through Cronbach's alpha. Data were analysed using mean and standard deviation in answering research questions, and simple linear regression analysis for hypotheses testing. The findings revealed that teachers demonstrated moderate levels of professional development (mean = 2.96), professional competence (mean = 3.04), and professional commitment (mean = 3.03). All three variables showed statistically significant positive correlations with teachers' job performance: professional development ($R = 0.690$, $R^2 = 0.476$, $p < 0.05$), professional competence ($R = 0.293$, $R^2 = 0.086$, $p < 0.05$), and professional commitment ($R = 0.308$, $R^2 = 0.095$, $p < 0.05$). Professional development emerged as the strongest correlate, accounting for 47.6% of the variance in job performance. The study concluded that professional development, professional competence, and professional commitment are significant correlates of teachers' job performance in Post-Basic Schools in Taraba State. It was recommended that the Taraba State Ministry of Education should institutionalize regular, needs-based continuous professional development programmes, school administrators should prioritize competence enhancement through mentoring and instructional supervision, and motivational strategies such as timely promotion and improved welfare packages should be implemented to enhance teachers' dedication and commitment.

Keywords: Teaching Professional Ethics, Professional Development, Professional Competence, Professional Commitment, Teachers' Job Performance

1.0 Introduction

Education is universally recognized as a fundamental driver of social, economic, and political development, serving as the primary mechanism for developing citizens cognitively, affectively, and psychologically. At the heart of this educational process lies the teacher, who functions as the pivot upon which the entire educational enterprise rests. According to Deebom (2019), a teacher is a trained professional equipped with knowledge, skills, attitudes, and values acquired through formal training institutions, tasked with imparting these to students in the most effective

manner. Aghenta, as cited in Nwakougha (2016), conceptualizes the teacher as an input operator in the education system, charged with the responsibility of transforming raw materials (students) into finished products productive and capable citizens. This underscores the fundamental principle that no educational system can rise above the quality of its teachers, thereby emphasizing the critical need for adequate training, continuous skill development, and strategic investment in teacher education to enhance and sustain job performance.

Teachers' job performance encompasses the range of activities executed by educators within a defined school setting to achieve desired educational outcomes on students (Ezekiel & Hart, 2021). This includes teachers' overall participation in school administration to realize institutional goals and objectives. Adejumobi and Ojikutu (2016) identify indicators of teachers' job performance as lesson presentation, subject mastery, class participation, classroom control, evaluation, decision-making, and application of work ethics. More comprehensively, teachers' job performance refers to the effectiveness and quality with which teachers fulfill their professional roles and responsibilities, encompassing factors such as student engagement, lesson plan preparation, personalized instruction, classroom management, effective use of instructional strategies and resources, teacher-student relationships, adaptation to evolving teaching-learning processes, use of instructional aids, participation in extracurricular activities, subject mastery, teacher-teacher relationships, and ultimately, students' academic achievement (Gikunda, 2016; Akuoko & Donkor, 2016).

The extent to which a school achieves its intended objectives is significantly dependent on the level of job performance exhibited by its teachers. However, concerns have been raised regarding the current state of teachers' job performance, with Ikegbusi and Eziamaka (2018) noting that the position of teachers' job performance has been in serious doubt due to attitudes manifested by many secondary school teachers. Evidence suggests that a majority of secondary school teachers appear uncommitted to their duties, as reflected in poor punctuality, absenteeism, lukewarm attitudes toward giving students notes and assignments, and using lesson periods for unnecessary discussions in staffrooms (Ikegbusi, 2018). This decline in teacher performance has become a significant concern in the Nigerian academic system, raising questions among education stakeholders and undermining students' academic growth and development.

Several professional factors are posited to influence teachers' job performance, with professional development, professional competence, and professional commitment emerging as critical determinants of teacher effectiveness. Professional development refers to the continued training and education that enables teachers to remain current with trends, develop new skills, and advance in their field (Campos, 2020). It encompasses orientation sessions, professional network associations, workshops, seminars, short courses, and long upgrading courses aimed at improving teaching skills (Kampen, 2019).

Professional development is crucial as it helps teachers improve subject mastery, teaching methods, and move beyond superficial understanding to deeper comprehension of topics (Maila, 2019). Garcia and Weiss (2019) emphasize that the demands of teaching are constantly

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changing, necessitating that teachers continually adapt their knowledge and practice, with failure to provide effective professional development jeopardizing teacher effectiveness and career advancement.

Professional competence represents the complex qualities that teachers employ, derived from well-founded training (Nutov et al., 2021). Competent teachers demonstrate mastery of teaching materials and concepts, effective management of teaching and learning programs, classroom management skills, proper use of media and learning resources, understanding of educational foundations, ability to assess teaching and learning achievements, and capacity to provide assistance and guidance to students (Fazilla et al., 2023). Professional competence enables teachers to select content, plan lessons, organize appropriate materials and assignments, and manage time effectively to enhance learning outcomes. Karalis (2020) emphasizes that efforts to realize comprehensive educational goals are inseparable from improving teacher competence, as competent teachers are better equipped to carry out the functions and goals of learning effectively.

Professional commitment refers to the dedication, passion, and enthusiasm teachers bring to their work, reflecting their readiness to invest physical and psychological energy in the teaching task (Altun, 2017). Mart (2016) argues that passionate teachers are distinguished by their commitment to student achievement, with committed teachers demonstrating positive attitudes, responsibility, and dedication to helping schools achieve their goals. Robbins (2019) states that committed teachers are more responsible for their work, as commitment enhances professional discipline and overall institutional effectiveness. Research has demonstrated that teacher commitment has the potential to predict institutional outcomes such as increased job performance, reduced turnover, lower absenteeism, and enhanced institutional productivity (Al-Jabari & Ghazzawi, 2019).

In the Nigerian context, the Federal Republic of Nigeria (2014) in the National Policy on Education emphasizes the importance of continuous teacher development, mandating that teacher education shall take cognizance of changes in methodology and curriculum, with in-service training regulated for teachers and head teachers. This policy underscores the importance of constant renewal, upgrading, and updating of teachers' knowledge to keep abreast with rapid societal changes. However, despite these policy provisions and government investments in public education, including free education at basic and post-basic levels in Taraba State, observations indicate that teachers' job performance remains unsatisfactory. Reports indicate that teachers exhibit lack of enthusiasm and commitment, with cases of absenteeism, persistent lateness, irregular movement, truancy, and substandard work performance in secondary schools in Taraba State (Asaiyi, 2017; Shamaki et al., 2024). Clarkson and Olowoselu (2025) specifically reported that senior secondary school teachers in public schools in Taraba State, particularly in rural areas, exhibit poor work behaviors such as sitting under trees instead of being in class, entering classes only a few minutes before periods end, and engaging in non-teaching activities such as selling goods during class time.

This situation has significant implications for educational quality, with some parents, teachers, and even principals preferring to send their children to private secondary schools rather than public schools. This reflects a concerning trend where post-basic school teachers in public schools in Taraba State appear not to adhere to the ethics of the teaching profession, resulting in poor job performance. The issue of professional laxities among teachers has become a matter of concern to all education stakeholders, as it seems most teachers are not upholding the professional ethics of teaching, as evidenced by their lackadaisical attitudes toward their duties. Consequently, this study seeks to examine three key professional variables professional development, professional competence, and professional commitment as correlates of teachers' job performance in post-basic schools in Taraba State, Nigeria.

1.1 Statement of the Problem

There is a growing concern among Nigerian society regarding the realization of secondary education objectives, as evidence points to a steady decline in teachers' instructional task performance and students' academic achievement, reflecting non-adherence to the ethics of teaching profession by secondary school teachers. In Taraba State, despite government interventions including intensified school supervision, implementation of minimum wage, and improved teacher training through capacity building programs, many post-basic school teachers continue to perform below expectation in their instructional roles, as manifested through poor attitudes to work, irregular class attendance, inadequate subject matter knowledge, ineffective classroom teaching, poor evaluation of student performance, and inappropriate adoption of teaching strategies resulting in students performing below average in both classroom assessments and standardized examinations, prompting some parents, teachers, and principals to prefer sending their children to private schools. Given that every profession is guided by codes of conduct that shape members' actions and behaviors, and teaching being a moral activity built on relationships with students, colleagues, parents, administration, and the community, the teaching profession rests on a tested ethical framework that guarantees trust in the teaching-learning process (Danladi, 2024). The researcher contends that the ineffectual job performance observed among post-basic school teachers in Taraba State may be attributed to non-adherence to teaching professional ethics, specifically concerning professional development the continued training and education that keeps teachers current with trends and helps them develop new skills for career advancement (Campos, 2020), and professional competence the complex qualities derived from well-founded training that enable teachers to master subject matter, manage teaching and learning programs, and effectively carry out their professional missions (Nutov et al., 2021; Fazilla et al., 2023). Therefore, this study seeks to examine professional development and professional competence as correlates of teachers' job performance in post-basic schools in Taraba State, Nigeria.

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1.2 Purpose of the Study

The purpose of this study is to examine teaching professional ethics as correlates of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria. Specifically, the study seeks to determine:

1. Professional development as a correlate of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.
2. Professional competence as a correlate of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.
3. Professional commitment as a correlate of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

1.3 Research Questions

The following research questions are raised to be examined in this study:

4. What is the level of professional development in Post-Basic Schools in Taraba State, Nigeria?
5. What is the level of professional competence in Post-Basic Schools in Taraba state, Nigeria?
6. What is the level of professional commitment in Post-Basic Schools in Taraba State, Nigeria?

1.4 Hypotheses

The following null hypotheses are formulated to guide the study and will be tested at the 0.05 alpha level of significance:

H_{01}: There is no significant correlation between professional development and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

H_{02}: There is no significant correlation between professional competence and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

H_{03}: There is no significant correlation between professional commitment and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

2.0 Methodology

This study employed a correlational survey research design to ascertain the relationship between teaching professional ethics and teachers' job performance in post-basic schools in Taraba State, Nigeria. The population consisted of 5,138 school personnel (4,754 teachers and 384 principals), from which a sample of 565 respondents (369 teachers and 196 principals) was selected using multi-stage sampling procedures. Data were collected using two adapted instruments: the Teaching Professional Ethics Questionnaire (TPEQ) and Teachers' Job Performance Questionnaire (TJPQ), both structured on a 5-point Likert scale. The instruments were validated by experts, yielding Validity Coefficient Indices of 0.90 for TPEQ and 0.80 for TJPQ, while reliability was established through a pilot test in Adamawa State, producing Cronbach's alpha coefficients of 0.82 and 0.79 respectively, which exceeded the acceptable threshold of 0.70.

Data collection was conducted through direct administration of 565 questionnaires to respondents with the assistance of 11 research assistants, each covering one educational zone while the researcher handled the Jalingo/Ardokola zone. The collected data were analyzed using SPSS version 26.0, employing both descriptive statistics (mean and standard deviation) to answer research questions and inferential statistics (linear regression for hypotheses 1-6 and multiple regression for hypothesis 7) to test the hypotheses at 0.05 alpha level of significance. The decision rules were based on p-values, where null hypotheses were rejected when $p \leq 0.05$ and not rejected when $p > 0.05$, while research questions were interpreted using real limit numbers ranging from 1.00 to 5.00 to determine the level of responses (Very Low, Low, Moderate, High, or Very High).

3.0 Results and Discussion

Three research questions were raised and answered using descriptive statistics of mean and standard deviation. Three null hypotheses were formulated and tested at 0.05 level of significance using linear and multiple regression analysis.

Research Question 1: What is the level of teaching professional development in Post-Basic Schools in Taraba State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Teaching Professional Development in Post-Basic Schools in Taraba State, Nigeria

S/N	Item (n = 369)	Mean	S.D.	Remark
1	Attending capacity building workshops	2.94	1.22	ML
2	Participating in annual conferences for professional teachers	2.84	1.12	ML
3	Attending educational seminars	3.01	1.13	ML
4	Participating in study fellowships	3.08	0.94	ML
5	Attending refresher induction courses	2.94	1.02	ML
	Average Mean	**2.96**	**1.09**	**ML**

Note: ML = Moderate Level

The results in Table 1 show that the average mean of 2.96 indicates a moderate level of teaching professional development among teachers in Post-Basic Schools in Taraba State. This suggests that teachers moderately engage in professional development activities such as workshops, conferences, seminars, fellowships, and refresher courses, but participation is not optimal.

Research Question 2: What is the level of teaching professional competence in Post-Basic Schools in Taraba state, Nigeria?

Table 2: Mean and Standard Deviation of Level of Teaching Professional Competence in Post-Basic Schools in Taraba State, Nigeria

S/N	Item (n = 369)	Mean	S.D.	Remark
6	Mastery of teaching materials/concepts	3.37	0.86	ML

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7	Use of variety of teaching strategies to guide students during instructional delivery	3.01	1.16	ML
8	Classroom management	2.88	1.29	ML
9	Writing appropriate lesson plans/notes	2.92	1.13	ML
10	Ability to assess teaching/learning achievement	3.02	1.12	ML
	Average Mean	**3.04**	**1.11**	**ML**

Note: ML = Moderate Level

Table 2 reveals an average mean of 3.04, indicating a moderate level of teaching professional competence among teachers. This implies that teachers generally possess an acceptable level of professional skills, including mastery of subject matter, instructional strategies, classroom management, lesson planning, and assessment practices.

Research Question 3: What is the level of teaching professional commitment in Post-Basic Schools in Taraba State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teaching Professional Commitment in Post-Basic Schools in Taraba State, Nigeria

S/N	Item (n = 369)	Mean	S.D.	Remark
11	Transact curriculum in conformity with the values enshrined in National Policy on Education	3.041	1.069	ML
12	Respect human dignity of students in all aspects of school administration	2.886	1.042	ML
13	Establish relationship of trust with parents/guardians	3.041	1.064	ML
14	Demonstrating core values of teaching profession	3.049	1.034	ML
15	Strives to develop respect for the culture of school community	2.117	1.108	ML
	Average Mean	**3.03**	**1.06**	**ML**

Note: ML = Moderate Level

The results in Table 3 indicate an average mean of 3.03, showing that teachers exhibit a moderate level of professional commitment. This suggests that teachers moderately adhere to professional ethics such as curriculum implementation, respect for students, collaboration with parents, and demonstration of professional values.

3.1 Hypotheses Testing

H_{01}: There is no significant correlation between teaching professional development and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

Table 4a: Summary of ANOVA of Correlation between Teaching Professional Development and Teachers' Job Performance in Post-Basic Schools in Taraba State, Nigeria

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.972	1	11.972	176.096	.000[b]
	Residual	13.189	194	.068		
	Total	**25.161**	**195**			

a. Dependent Variable: Teachers' Job Performance
b. Predictors: (Constant), Teachers' professional development

Table 4a shows that the correlation between teaching professional development and teachers' job performance is statistically significant. The ANOVA result indicates an F-value of 176.096 with a significance value of .000, which is less than the 0.05 level of significance. Since the p-value (.000) is less than 0.05, the null hypothesis (H01) is rejected. This implies that there is a significant correlation between teaching professional development and teachers' job performance.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690[a]	.476	.473	.26074

a. Predictors: (Constant), Teachers' professional development

The model summary presented in Table 4b indicates a strong positive correlation between teaching professional development and teachers' job performance, as shown by the correlation coefficient R = 0.690. The R^2 value of 0.476 indicates that approximately 47.6% of the shared variance in teachers' job performance is associated with teaching professional development. The adjusted R^2 value (.473) further supports the strength and stability of this relationship.

Table 4c: Coefficients of Beta

Model	Predictor	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.263	.115		10.941	.000
	Teachers' professional development	.512	.039	.690	13.270	.000

a. Dependent Variable: Teachers' Job Performance

Table 4c shows that teaching professional development is positively and significantly correlated with teachers' job performance. The standardized beta coefficient ($\beta = 0.690$) reflects a strong positive relationship between the two variables. The t-value of 13.270 and p-value of .000 indicate that this correlation is statistically significant. This implies that higher levels of teaching professional development are associated with higher levels of teachers' job performance.

H_{02}: There is no significant correlation between teaching professional competence and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

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Table 5a: Summary of ANOVA of Correlation between Teaching Professional Competence and Teachers' Job Performance in Post-Basic Schools in Taraba State, Nigeria

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.155	1	2.155	18.172	.000[b]
	Residual	23.006	194	.119		
	Total	**25.161**	**195**			

a. Dependent Variable: Teachers' Job Performance
b. Predictors: (Constant), Teachers' professional competence

Table 5a indicates that the correlation between teaching professional competence and teachers' job performance is statistically significant. The ANOVA result shows an F-value of 18.172 with a p-value of .000, which is below the 0.05 significance level. Since the p-value (.000) is less than 0.05, the null hypothesis (HO2) is rejected. This indicates that there is a significant correlation between teaching professional competence and teachers' job performance.

Table 5b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.293[a]	.086	.081	.34437

a. Predictors: (Constant), Teachers' professional competence

The model summary in Table 5b reveals a positive but weak correlation between teaching professional competence and teachers' job performance, as indicated by R = 0.293. The R^2 value of 0.086 suggests that 8.6% of the shared variance in teachers' job performance is associated with teaching professional competence. This indicates that while the correlation is statistically significant, it is relatively low in magnitude.

Table 5c: Coefficients of Beta

Model	Predictor	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.129	.154		13.841	.000
	Teachers' professional competence	.214	.050	.293	4.263	.000

a. Dependent Variable: Teachers' Job Performance

Table 5c shows that teaching professional competence is positively and significantly correlated with teachers' job performance. The standardized beta coefficient (β = 0.293) indicates a positive relationship between the variables. The t-value of 4.263 and p-value of .000 confirm that the correlation is statistically significant, implying that higher professional competence is associated with better teachers' job performance.

H_{03}: There is no significant correlation between teaching professional commitment and teachers' job performance in Post-Basic Schools in Taraba State, Nigeria.

Table 6a: Summary of ANOVA of Correlation between Teaching Professional Commitment and Teachers' Job Performance in Post-Basic Schools in Taraba State, Nigeria

Model	Source	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.384	1	2.384	20.301	.000[b]
	Residual	22.778	194	.117		
	Total	**25.161**	**195**			

a. Dependent Variable: Teachers' Job Performance
b. Predictors: (Constant), Teachers' professional commitment

Table 6a shows that the correlation between teaching professional commitment and teachers' job performance is statistically significant. The ANOVA result reports an F-value of 20.301 with a significance level of .000, indicating a significant linear relationship between the two variables. Since the p-value (.000) is less than 0.05, the null hypothesis (HO3) is rejected. This implies that there is a significant correlation between teaching professional commitment and teachers' job performance.

Table 6b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308[a]	.095	.090	.34265

a. Predictors: (Constant), Teachers' professional commitment

The model summary in Table 6b indicates a positive correlation between teaching professional commitment and teachers' job performance, with a correlation coefficient of R = 0.308. The R^2 value of 0.095 shows that approximately 9.5% of the shared variance in teachers' job performance is associated with teaching professional commitment, suggesting a modest but meaningful correlation.

Table 6c: Coefficients of Beta

Model	Predictor	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.103	.151		13.897	.000
	Teachers' professional commitment	.221	.049	.308	4.506	.000

a. Dependent Variable: Teachers' Job Performance

Table 6c reveals that teaching professional commitment is positively and significantly correlated with teachers' job performance. The standardized beta coefficient ($\beta = 0.308$) indicates a moderate positive relationship. The t-value of 4.506 and p-value of .000 confirm that this correlation is statistically significant, implying that higher levels of professional commitment are associated with higher job performance.

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3.2 Summary of Major Findings

The summary of findings of the study is presented based on the research questions and hypotheses tested as follows:

7. The findings of the study reveal that teachers in Post-Basic Schools in Taraba State demonstrated a moderate level of teaching professional development. The study further revealed a statistically significant correlation between teaching professional development and teachers' job performance.
8. The study found that teachers possessed a moderate level of teaching professional competence. The findings also revealed a significant correlation between teaching professional competence and teachers' job performance.
9. The findings of the study show that teachers exhibited a moderate level of teaching professional commitment. The results further indicated a statistically significant correlation between teaching professional commitment and teachers' job performance.

3.3 Discussion of Findings

The findings of the study reveal that teachers in Post-Basic Schools in Taraba State demonstrated a moderate level of teaching professional development. The study further revealed a statistically significant correlation between teaching professional development and teachers' job performance. The finding is consistent with the finding of Kiran, Arshad, and Rizwan (2022), who reported a positive and significant relationship between teachers' professional development and teaching performance at the secondary school level. Similarly, the finding corroborated that of Alade and Odebode (2017), who established that professional development significantly improved job performance through enhanced instructional strategies and subject mastery. It is also in tandem with the findings of Okeleke, Uzoka, and Oladejo (2017) as well as Oladejo and Oladejo (2016), who emphasized that staff development enhances performance and effectiveness.

The study found that teachers possessed a moderate level of teaching professional competence. The findings also revealed a significant correlation between teaching professional competence and teachers' job performance. The finding agrees with the finding of Tazitabong (2021), who reported that teachers' professional competence significantly influenced students' learning outcomes, highlighting the importance of pedagogical and professional skills. It is also consistent with the findings of Iroegbu and Uyanga (2019), who found that professional competence significantly predicted the quality of educational output. Furthermore, the finding corroborated that of Ladica and Osias (2024), who observed that work ethics and competence were strongly related to teachers' professional performance.

The findings of the study show that teachers exhibited a moderate level of teaching professional commitment. The results further indicated a statistically significant correlation between teaching professional commitment and teachers' job performance. The finding is in tandem with that of Weli and Mweneka (2022), who found that professional ethics elements such as responsibility, accountability, and integrity positively influenced teachers' job performance. It also aligns with

the findings of Malabwa and Mnjokava (2022), who reported that professional ethics had a positive effect on teaching performance. Similarly, Epelle, Alabere, and Tamunomiebi (2023) corroborated this finding by showing that work ethics enhanced professional relationships and performance.

4.0 Conclusion

The study was concluded that teaching professional development, professional competence, and professional commitment are significant correlates of teachers' job performance in Post-Basic Schools in Taraba State, Nigeria. The study revealed that teachers demonstrated moderate levels across all three variables, with each showing a statistically significant positive relationship with job performance. Professional development emerged as the strongest correlate, accounting for 47.6% of the variance in job performance, while professional competence and commitment contributed 8.6% and 9.5% respectively. These findings underscore the importance of continuous professional growth, enhanced pedagogical competencies, and unwavering dedication to the teaching profession as essential drivers of teacher effectiveness. The moderate levels observed suggest that while teachers possess foundational professional attributes, deliberate efforts to strengthen these ethics could substantially enhance job performance and improve educational outcomes in Post-Basic Schools in Taraba State.

4.1 Recommendations

Based on the findings of this study, the following recommendations are made.

10. The Taraba State Ministry of Education and Teaching Service Commission should institutionalize regular, needs-based continuous professional development programmes aligned with classroom realities to enable teachers to update their pedagogical skills and improve job performance.
11. School administrators and education authorities should prioritize competence enhancement through mentoring, peer collaboration, instructional supervision, and access to modern teaching resources to strengthen teachers' subject mastery, pedagogical skills, and professional effectiveness.
12. The Ministry of Education should implement motivational strategies including timely promotion, recognition of outstanding performance, improved welfare packages, and supportive working conditions to enhance teachers' dedication and commitment to their professional responsibilities.

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