



Influence Of Teachers' Competence On Students' Academic Performance In Public Senior Secondary Schools In Ikot Ekpene And Essien Udim Local Government Areas Of Akwa Ibom State

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ABSTRACT

This study investigated Influence of Teachers' Competence on Students' Academic Performance in Public Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. Two objectives and two null hypotheses guided the study. The total population was 32,303 students consisting of 14,636 males and 17,667 females from 19 Public Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. A sample size of 323 students consisting of 154 males and 169 females was derived using Taro Yamane's formula. The instrument for the study was a self-structured questionnaire titled "Influence of Teachers' Competence on Students' Academic Performance Questionnaire" which was on a 4-point rating scale of Very High Extent, High Extent, Low Extent and Very Low Extent and was validated by experts in the Departments of Measurement and Evaluation and Educational Management. The instrument was pre and post-tested using a pilot sample size of 10 teachers and a reliability index of 0.70 was obtained using the test re-test reliability method. Mean and standard deviation were used to answer the research questions, while the z-test was used in testing the formulated null hypotheses at 0.05 level of significance. The major findings were that teacher's subject content knowledge and pedagogical skills influence students' academic performance in public senior secondary schools. Based on the findings, it was recommended that teachers should be encouraged to go for both long term and short term training to boost their quality in subject content knowledge teaching skills in senior secondary schools. Government should also ensure adequate selection of competent and qualified teachers to teach in all senior secondary schools.

Keywords: Teachers' Competence, Subject Content Knowledge, Pedagogical Skills

INTRODUCTION

Education is an instrument that builds individuals with relevant knowledge for development and nation building. Nbina (2012) views it as an essential and indispensable part of human life. It is a constitutional right for a Nigerian child to access quality education (FRN, 2013). Education needs to be reinforced throughout life because the nation depends on it for a competitive work force and cohesive citizenry (Akpan, 2009).

Teachers at all levels of education play a decisive role in pivoting the growth and the direction of education. They are the most important cog in the educational machine and are highly instrumental to the success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends greatly on teacher's dedication and commitment to their work (Adeniji, 2014).

The quality of education hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources

(Anderson, 2011). Teacher quality is widely thought of as essential determinants of academic performance, yet there is little agreement as to what specific characteristics make a good teacher (Hanushek & Rivkin, 2016). This is an important issue as a student achievement is a function of the total variation of teacher quality.

The Federal Republic of Nigeria in the National Policy on Education (FRN, 2004) recognized the importance of teachers by stating that no nation's education system could be greater than the quality of her teachers. This means that teachers remain the major input in any educational system and their quality of teaching is undoubtedly one of the most important factors shaping the teaching /learning process as well as the achievement of students (Iyoboyi & Muftau, 2014). Teachers are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Onyilo & Shamo, 2017). This process can take place effectively where teachers are competent in their profession.

Teachers with relevant behavioral traits have been recognized as the hearth and most vital resource in the educational system. Teachers interpret the aims and goals of education and ensure that the students are educated in line with them. Without teachers with relevant competence, educational facilities cannot be used to facilitate academic performance of students (Fehintola, 2014). Consequently, the provisions of the National Policy on Education on the objectives of teacher education as cited by Eduwen and Osagie-Obazeestu (2016) include: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system, to encourage further the spirit of enquiry and creativity in teachers, to help teachers to fit into the social life of the community and society at large and to enhance their commitment of national goals, to provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation not only to fit in the life of their country, but in the wider world and to enhance teachers' commitment to the teaching profession.

Teachers' competencies can affect students' performance significantly because a competent teacher has the ability to manage the classroom, use an array of instructional materials, ensure instructional effectiveness, adopt suitable pedagogies and adopt effective communication for teaching and learning which are prerequisites for students' performance. According to Adodo (2014), it comprises of subject content knowledge, teacher's pedagogical skills, classroom communication skills and evaluation of instructional objectives competently.

Subject content knowledge is the up-to-date knowledge of the teacher's subject area of specialization and mastery of the subject matter. The mastery of relevant knowledge is one of the most important attributes of the teacher (Lee & Luft, 2008). Pedagogical skills are the teaching skills teachers use in teaching students and these skills enable students to learn the knowledge and skills related to different subject areas. Researchers have opined that pedagogical skill of the teacher is a powerful force (Amusan, 2016).

The foregoing makes it pertinent for teachers' competence to be prioritized in senior secondary schools so as to enhance students' academic performance and also have quality students emerging as graduates prepared for useful living within the society. In view of the above, the study examined perceived influence of teachers' competence on students' academic performance in Public Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Influence of Teachers' Subject Content Knowledge on Students' Performance

Mastery of the subject matter is one of the most important aspects of teachers' competence (Ebiringa, 2012). Omoogun (2009) and Onuoha (2010) defined teachers content/subject matter competence as the ample, up-to-date knowledge of the teacher's subject area. It is noteworthy that a teacher should be knowledgeable in his subject area, and be acquainted with the beliefs and principles underlying the subject matter. Gaji (2014) opined that teachers with deeper knowledge of subject matter produced better students than those with shallow knowledge of subject matter. It therefore means that a competent teacher is expected to possess the rudimental knowledge and skills of the subject and be able to communicate these knowledge and skills. They should also be able to make decisions and organize the subject area within the changes in the society (Omoogun, 2009). Offorma and Ogah (2013) noted that effective teaching demands that the teacher should have a sound knowledge of all that the students must know

together with a capability to relate content, method and sequence as well as the tempo of his work to the individual needs of the students. They strongly asserted that a teacher of a given subject requires specific skills and competencies that are peculiar to that subject.

However, the existing evidence on the association between teachers knowledge and student achievement – be it in level or value-added form – is still likely to suffer from bias due to unobserved student characteristics, omitted school and teacher variables, and non-random sorting and selection into classrooms and schools (Glewwe & Kremer 2006). Obvious examples where such bias would occur include incidents where better-motivated teachers incite more student learning but also accrue more subject knowledge; where parents with a high preference for educational achievement choose schools or classrooms within schools with teachers of higher subject knowledge and also further their children's learning in other ways; and where principals place students with higher learning gains into classrooms of teachers with higher knowledge.

Investigating the knowledge of teachers as 'learning specialists' involve understanding how this knowledge functions are in the teaching-learning process; more specifically, how teachers apply their knowledge in making decisions, for example, about lesson design or making on-the-spot judgments in the classroom. A set of research studies conceptualizes the teaching profession as a 'clinical practice profession' and compares it to the medical profession. Some argue that decision-making is actually a basic teaching skill decision made regularly by teachers while processing cognitively complex information about the student in order to decide alternatives for increasing their understanding (Becher & Lefstein, 2020).

A review of the different models describing teachers' decision-making shows that factors influencing teachers' decisions include antecedent conditions such as students, the nature of the instructional task, the classroom, and the school environment, which combines with teachers' characteristics and cognitive processes to impact the pedagogical decisions made. Decision-making is a cyclic process as pedagogical decisions in turn impact antecedent conditions (Ibid, 2020).

Empirical research investigating how teacher knowledge is used in decision-making seems to be suggesting that in order to make informed pedagogical decisions, teachers must be able to analyze and evaluate specific learning episodes, in combination with contextual and situational factors, and to be able to connect all this information to their specialist knowledge of the teaching-learning process in order to guide subsequent teaching actions. Thus, making good pedagogical decisions hinges on the quality of the pedagogical knowledge held by the teacher (Olaleye, 2011).

Influence of Teachers' Pedagogical Skills on Students' Academic Performance

Teacher's pedagogical skills refers to the teaching skills teachers use and the activities these skills generate to enable students to learn specialized knowledge and skills related to different subject areas. Several methods are used with the intention of inculcating and giving students insights during instruction (Ololube, 2005).

According to Gutek in Ebiringa (2012) teaching methods are the means or procedures that teachers use to aid students in having an experience, mastering a skill or process, or in acquiring an area of knowledge. In addition, methodological competencies could further be characterized based on their functional elements: to adapt to effective work methods; to analyze the task to be performed; to begin the process; to perform the task and to analyze one's procedures (Ololube, 2005). Different pedagogies could be used for lesson presentations in public senior secondary schools. Some of such methods include classroom discussion, discovery/inquiry, lecture/exposition, demonstration, collaboration, critical thinking, problem solving techniques, role play method, individual/group project, simulation and games, instructional scaffolding and excursions. The discussion/question and answer method employs the art of seeking information and stimulating thinking and elaboration at all levels of human reasoning to achieve given objective. The demonstration method requires teaching by displaying the instructional situation with an audio-visual explanation of an idea, process or product. It involves showing, doing and telling the students the point of emphasis and performing an activity so that students can observe how things are done in order to help prepare them to transfer theory to practical application (Ibid, 2005).

Sonia, (2015) opined that most studies use the distinction between declarative ('knowing that') and procedural knowledge ('knowing how'). This approach is relevant as it focuses on understanding how knowledge is related to behaviour, or in other words, the quality of teaching performance. An investigation into the knowledge of teachers as 'learning specialists' involves understanding how this knowledge functions in the teaching-learning process; more specifically, how teachers' apply their knowledge in making decisions, for example, about lesson design or making on-the-spot judgments in the classroom. A set of research studies conceptualizes the teaching profession as a 'clinical practice profession' and compares it to the medical profession. Some argue that decision-making is actually a basic teaching skill as decisions are made regularly by teachers while processing cognitively complex information about the student in order to decide alternatives for increasing their understanding, thus, making good pedagogical decisions hinges on the quality of the pedagogical knowledge held by the teacher. Therefore, there is no doubt whatsoever that a teacher with the right skills for teaching should be able to manage his time and classroom effectively and efficiently using the appropriate teaching techniques.

The problem solving method according to Ehiamentor cited in Ahmed and Wais (2012) can easily be compared to the questioning/development method, because both methods use questions to get answers from students. The problem solving method presents a problem first through formulating hypotheses, exploring mechanisms, developing and researching learning issues, and applying new information to the case. Again, they learn by trying different approaches to solving problems such as the role play method. One or more students adopt a specified role and try to play the role. The method according to the University of New Mexico School of Medicine (2015) develops problem solving and verbal expression skills of students, provides practice to build skills before real-world application and when real experiences are not readily available, can provide an entirely new perspective on a situation and develop insights about feelings and relationships and improves the likelihood of transfer by learning from the classroom to the real world.

However, most scholars (Nwafor & Ebiringa, 2011; Udeinya, 2008; & Omoogun, 2009) have argued that most classroom instructional delivery in most subjects are dominated with the traditional teacher-centered approach which is the lecture or expository method of teaching. The aforementioned scholars are of the view that it does not give students the opportunity to generate their own ideas and test hypotheses. It was therefore concluded that this form of instruction and learning hampers creativity and does little to foster innate abilities for problem solving and decision making (Ajibola, 2008).

Jadamas (2014) revealed that the in-depth pedagogical knowledge of teachers make them able to use various methodologies suited to deliver a lesson. The full understanding of content makes them confident about selection of teaching strategies and skills which are best for student understanding. Furthermore, teachers are expected also to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners (Igbokwe & Eze, 2009). In the same vein Amie-Ogan and Omunakwe (2020) in an empirical study found that pedagogical skills to a high extent influence students' academic performance as well as no significant difference between the mean responses of male and female SS2 students on the extent teachers' pedagogical skills influence students' performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. This was translated to mean that pedagogical skills of the teacher enhance students' academic performance.

Statement Of The Problem

Teachers' competence is the judicious combination of content knowledge of subject matter, verbal ability, and communication ability and the mastery and transfer of proven methodologies; in classroom teaching with a view to improving students' academic performance in schools. It is thus, the possession of adequate skills, knowledge and ability by the teacher to deliver his lesson satisfactorily. Competent teachers are therefore bound to contribute advantageously to their students' academic success. The reason for which parents left their children in the homes of teachers (some years back) to serve such teachers unreservedly was to build a strong academic foundation for a brighter academic future. In the 1950's, teachers never lacked wards to live in their homes which served as preparatory classes but the reverse is

the case today. Notably in 2017 the performance of Nigerian Secondary School students revealed 98% failure rate in the Senior School Certificate Examinations (Bello-Osagie & Olugbornila, 2017).

Majority of secondary school students often dread and show negative attitude towards major subjects due to incompetent teachers. Also the trend of downward academic achievement in the Senior Secondary School Certificate Examination (SSCE) is a source of worry to stakeholders. Concerns led to some pertinent questions thus: Why are parents no longer interested in asking teachers to live with their children? What is the cause of poor academic performance of students in external examinations? Teachers are perceived to have low enthusiasm towards teaching because of poor subject content knowledge, and lack of pedagogical skills. These factors tend to have impacted negatively on students' performance. Hence the study investigated influence of teachers' competence on students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Purpose of the Study

The purpose of this study was to investigate influence of teachers' competence on students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. Specifically, the study sought to:

1. ascertain the extent teachers' subject content knowledge influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.
2. determine the extent teacher's pedagogical skills influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Research Questions

1. To what extent does teachers' subject content knowledge influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State?
2. To what extent does teacher's pedagogical skills influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State?

Hypotheses

- Ho₁ There is no significant difference between the mean opinion scores of male and female students on the extent teacher's subject content knowledge influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.
- Ho₂ There is no significant difference between the mean opinion scores of male and female students on the extent teachers pedagogical skills influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

METHODOLOGY

The research design used for this study was the descriptive survey design. The population of the study was 32,303 students consisting of 14,636 males and 17,667 females from 19 public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. A sample size of 323 students consisting of 154 males and 169 females was derived using the Taro Yamene's formula. A self-developed questionnaire titled: "Influence of Teacher's Competence on Student's Academic Performance Questionnaire (ITCSAPQ)" was used to collect data from the respondents. The instrument had two (2) sections; Sections A and B. Section A consisted of demographic information while Section B had 10 questionnaire items based on the objectives of the study. The response scale was structured on a 4-point Likert rating scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE); and Very Low Extent (VLE) with values of 4, 3, 2 and 1 respectively. The test re-test reliability method was used to obtain a reliability index of 0.70. Mean and standard deviation were used to answer the research

questions. The criterion mean was 2.50. Questionnaire items with ratings below 2.50 denoted ‘Low Extent’ while 2.50 and above signified ‘High Extent’. The hypotheses were tested using z-test statistics at 0.05 level of significance. Analyzed data therefore, with calculated z-values above the z-critical value of ± 1.96 were rejected and below ± 1.96 were accepted.

RESULTS

Research Question 1: *To what extent does teachers’ subject content knowledge influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State?*

Table 1: Mean Opinion Scores of Male and Female Students on the Extent Teachers’ Subject Content Knowledge Influence Student’s Academic Performance in Public Senior Secondary Schools.

S/N	Item	Male Students N=154			Female Students N=169			Mean set		
		\bar{X}	SD	VHE	\bar{X}	SD	RMK	\bar{X}	SD	VHE
		RMK			RMK			RMK		
1.	Mastery of the subject matter is one of the most important aspects of teachers' competence	3.94	.864	VHE	4.14	.940	VHE	4.04	0.84	VHE
2.	A competent teacher should possess the ability to break down the subject matter	4.07	.896	VHE	4.04	.894	VHE	4.01	0.83	VHE
3.	Competent teachers allow their students to understand clearly the content of what is taught	4.07	.828	VHE	3.71	1.22	VHE	3.89	.964	VHE
4.	Competent teachers are expected to possess the rudimental knowledge and skills in their subjects	4.28	.821	VHE	3.94	.761	VHE	4.11	0.753	VHE
5.	Effective teaching demands that the teacher should have a sound knowledge of all that the students must know in and outside the school curriculum	3.96	.831	VHE	3.80	1.05	VHE	3.88	.884	VHE
Grand mean/SD		4.06	0.848	VHE	3.93	0.97	VHE	3.99	0.854	VHE

Source: Field Survey March, 2020

Results on table 1 showed the average mean values for male and female students’ responses to questionnaire items (1-5) as 4.04, 4.01, 3.89, 4.11 and 3.88. This implied that to a very high extent teachers’ subject content knowledge influence students’ academic performance in public secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Research Question 2: *To what extent does teacher's pedagogical skills influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State?*

Table 2: Mean Opinion Scores of Male and Female Students on the Extent Teachers' Pedagogical Skills Influence Student's Academic Performance in Public Senior Secondary Schools.

S/N	Item	Male Student N = 154			Female Student N= 169			Mean set	
		\bar{X} RMK	SD	VHE	\bar{X} RMK	SD	VHE	\bar{X} RMK	SD
6.	The methods they apply in teaching are of immense importance in determining their competencies.	2.77	1.37	VHE	2.93	1.27	VHE	2.85	1.05 VHE
7.	Methodological competencies could further be characterized based on their functional elements.	2.63	1.32	VHE	3.98	.873	VHE	3.31	.842 VHE
8.	Demonstration method which involves teaching by displaying the instructional situation with an audio-visual explanation of an idea, process or product influence academic performance of students.	2.94	1.18	VHE	3.11	.836	VHE	3.03	.848 VHE
9.	Classroom instructional delivery in most subjects are dominated with the traditional teacher-centred approach	2.63	1.28	VHE	2.83	1.03	VHE	2.73	1.27 VHE
10.	The problem solving form of instruction and learning enhances creativity and fosters innate abilities for problem solving and decision making.	3.02	.937	VHE	2.76	1.10	VHE	2.89	1.09 VHE
Grand mean /SD		2.79	1.23	HE	3.12	1.02	VHE	2.96	1.02 HE

Source: Field Survey March, 2020

Results on table 2 showed the average mean values for male and female students' responses to questionnaire items (6-10) as 2.85, 3.31, 3.03, 2.73 and 2.89. This implied that to a high extent teacher's pedagogical skills influence students' academic performance in public secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Hypotheses

Ho₁ There is no significant difference between the mean opinion scores of male and female students on the extent teacher’s subject content knowledge influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Table 3: z-test Analysis of Difference Between the Mean Opinion Scores of Male and Female Students on the Extent Teacher’s Subject Content Knowledge Influence Student’s Academic Performance in Public Senior Secondary Schools.

Group	N	\bar{X}	S.D	DF	SL	z-cal.	z-crit.	Decision
Male	154	4.06	0.848	321	0.05	0.20	±1.96	Ho ₁ Accepted No significant difference
Female	169	3.93	0.97					

Source: Field Survey March, 2020

Data on table 3 above shows a z-test analysis of difference between the mean responses of male and female students on the extent teacher’s subject content knowledge influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. At 0.05 level of significance and 321 degree of freedom, a z-calculated value (0.20) which was less than the z-critical value (±1.96) was achieved. Since the z-calculated value of 0.20 was less than the z-critical value of ±1.96, the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female students on the extent teachers subject content knowledge influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Ho₂ There is no significant difference between the mean opinion scores of male and female students on the extent teachers pedagogical skills influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Table 4: z-test Analysis of Difference Between the Mean Opinion Scores of Male and Female Students on the Extent Teachers Pedagogical Skills Influence Student’s Academic Performance in Public Senior Secondary Schools.

Group	N	\bar{X}	S.D	DF	z-cal.	z-crit.	Decision
Male	154	2.79	1.23	321	-0.41	±1.96	Ho ₂ Accepted No significant difference
Female	169	3.12	1.02				

Source: Field Survey March, 2020

Data on table 4 above shows a z-test analysis of difference between the mean responses of male and female students on the extent teachers pedagogical skills influence student’s academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. At 0.05 level of significance and 321 degree of freedom, a z-calculated value (-0.41) which was less than the z-critical value (±1.96) was achieved. Since the z-calculated value of -0.41 was less than the z-critical value of ±1.96, the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female students on the extent teachers pedagogical skills influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

DISCUSSION OF FINDINGS

Findings on research question 1 on table 1 revealed that to a very high extent teachers’ subject content knowledge influence students’ academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State with grand mean of 3.99. Hypothesis 1

on table 3 further showed no significant difference between the mean opinion scores of male and female students on the extent teacher's subject content knowledge influence student's academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State with z-calculated value of 0.20 which was less than z-critical value of ± 1.96 . This finding is in consonant with Olayele (2011) whose empirical study revealed that students' academic performance correlated positively and significantly depending on teachers' attitude to teaching and learning in the classroom, knowledge of subject matter and teaching skills. Also in tandem with the study is another study carried out by Gaji (2014) who also found that teachers with deeper knowledge of subject matter produced better students than those with shallow knowledge of subject matter.

Findings on research question 2 on table 2 revealed that to a high extent teachers' pedagogical skills influence students' academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State with grand mean of 2.96. Hypothesis 2 on table 4 showed no significant difference between the mean opinion scores of male and female students on the extent teacher's pedagogical skills influence student's academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State with z-calculated value of -0.41 which was less than z-critical value of ± 1.96 . This finding corroborates with the study of Amie-Ogan and Omunakwe (2020) who found that pedagogical skills to a high extent influence students' academic performance as well as no significant difference between the mean responses of male and female SS2 students on the extent teachers' pedagogical skills influence students' performance in public senior secondary schools in Port Harcourt of Rivers State.

CONCLUSION

Based on the findings of the study, it was concluded that teacher's subject content knowledge and pedagogical skills have a positive influence on student's academic performance in public senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

RECOMMENDATIONS

1. Teachers should be encouraged to attend both short and long term trainings to have content knowledge of subjects taught and boost the quality of teaching in senior secondary schools.
2. Government should ensure adequate selection of competent and qualified teachers to teach in senior secondary schools as well as coordinate teachers to attend subject panels in conferences; seminars and workshops to keep abreast with new teaching approaches.

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