



TEACHERS' COMPETENCIES AND EXPERIENCE AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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Abstract

The study examined teachers' competencies and experience as correlates of students' academic performance in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 20,560 students in public secondary schools in six Education Zones in Anambra State. The sample size for the study was 1,028 SS2 students drawn from the population of the study. The sample comprised 5% of the total population of teachers. Stratified random sampling technique was used for the study. The instruments for data collection were researcher-structured questionnaire titled: Teachers' Competencies Questionnaire (TCQ), Teacher Variables (TV), Teachers' Professional Development Questionnaire (TPDQ) and Students' Academic Scores (SAC). The instruments were validated by three experts from Educational Foundations and Measurement and Evaluation. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.75 for TCQ and 0.80 for TPDQ. Pearson Product Moment Correlation was used for the study. The study revealed that teachers' instructional delivery ($r = 0.882$; $p < 0.000$), teachers' pedagogical competence ($r = 0.867$; $p < 0.000$), teachers' subject knowledge competence ($r = 0.795$; $p < 0.000$), teachers' qualifications ($r = 0.795$; $p < 0.000$), teachers' years of experience ($r = 0.771$; $p < 0.000$) and teachers' professional development ($r = 0.771$; $p < 0.000$) have positive and significant relationship with students' academic performance in public secondary schools in Anambra State. The study concluded that teachers' competencies and experience have strong positive relationship between students' academic performance in public secondary schools in Anambra State. The study recommended that educational stakeholders should provide regular workshops and peer-learning platforms where teachers can refine subject delivery strategies, adapt to their areas of specialization and exchange best practices for effective teaching. The study contributed to knowledge by demonstrating that teachers' competencies and experience are linked



to students' academic performance thus filling a research gap and providing insights for enhancing educational outcomes through effective instructional delivery and teachers' years of experience.

Keywords: Teachers' Competencies, Experience and Students' Academic Performance.

Introduction

Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills with the aim of achieving self-reliance, sustainability and enlightenment. It is a process of systematic training and instruction designed to transmit knowledge, acquire skills, potentials and abilities which enable an individual contribute significantly to the growth and development of his society and nation. Educational endeavour such as curriculum replacement, development of teaching methods, the provision of facilities and infrastructure will only have full meaning if it involves the expertise of teachers. Teachers contribute greatly in ensuring that students perform optimally in their academics.

Academic performance is the level of success that students demonstrate in their academic pursuits, such as coursework, examinations, projects, presentations, and overall educational activities. Oti et al. (2023) defined students' academic performance as the measurement of students' achievement across various academic subjects. This generally measures a student's ability to comprehend, retain, and apply knowledge, as well as their skills in critical thinking, problem-solving, and effective communication. It is typically assessed through various indicators, including grades, test scores, class rankings, and teacher evaluations. These indicators help evaluate students' understanding of the subject matter, their ability to meet the learning objectives and standards set by the educational institution, and their overall progress and development in their academic journey. Operationally, students' academic performance refers to the measurable outcomes of students' learning, typically reflected in their scores or grades in classroom tests, terminal examinations, and standardized assessments. Ekechukwu and Eze (2016) stated that students' academic performance depends largely on the effectiveness and competencies teachers. That is to say that teachers must possess some level of competencies that will enhance and promote teaching and learning for better educational outcome.

Competencies are set of skills, knowledge, attitudes, and motivational variables that form the basis for mastery of specific situations. Akinfolarin (2017) defined competence as the ability to use the required skills to accomplish given task. This is achieved by integrating essential knowledge and personal qualities, which enable individuals to professionally and efficiently tackle problems within a specific field of knowledge, or practical activity. Ayodele in Ningrum (2017) described competencies in seven ways: general competences as cognitive ability; specialized cognitive competence in a particular skill area; competence performance model; modifications of competence performance model which relates competence to performance; cognitive competence



and motivational action tendencies; objectivity and subjective competence concepts differentiating between performance and performance dispositions and action competence including all those cognitive, motivational and social prerequisites necessary for successful action and learning. Teachers need these competencies so as to deliver effective teaching and learning to the students.

Teachers' competencies involves a combination of expertise, proficiencies, capabilities, and motivational traits that facilitate the proficient execution of teachers' instructional obligations. A competent teacher is one, who is professionally qualified and trained to teach, having the necessary skills in the teaching process. Lawal (2021) stated that competencies required of a teacher for effective teaching and learning include knowledge of subject-matter, pedagogy, skill processes, resourcefulness, behaviour motivation and evaluation. Lindemann et al. (2017) and Chukwudolue (2023) noted that teachers' professional competencies involve instructional delivery competencies, classroom communication competencies, evaluation of instructional objectives, pedagogical competencies, and subject knowledge competencies. The researcher defined teachers' competencies as the essential skills, knowledge, attitudes, and behaviours that enable teachers to effectively facilitate learning and promote the development of their students. To this effect, the researcher focus on instructional delivery competence and pedagogical competence.

Instructional delivery competence is the proficiency and effectiveness of a teacher in delivering educational content and facilitating learning experiences to students (Chukwudolue, 2023). It involves the ability to present information in a clear and engaging manner, use appropriate teaching methods and strategies, and create a conducive learning environment that fosters student understanding and active participation. Most scholars have argued that most classroom instructional delivery is dominated with the traditional teacher-centered approach which is the lecture or expository method of teaching (Amie-Ogan & Etuk, 2020). These scholars were of the view that lecture or expository instructional delivery method does not give students the opportunity to generate their own ideas. An effective teachers should have the ability to establish rapport, being sensitive, open-minded, passionate about work, being student-centered, having instructional clarity, and give importance to discipline in classroom.

Pedagogical competence is the knowledge, skills, and abilities that teachers possess to effectively design, plan, and implement instructional strategies and activities to promote meaningful learning experiences for their students. The main components of pedagogical competence as stated by Emiliasari (2018) are: knowledge of classroom management; knowledge of teaching methods; knowledge of classroom assessment, structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogeneous learning groups in the classroom. Rahman (2014) stated that pedagogical competence are teachers' ability in managing students' learning from planning, implementing and evaluating the process and the learning outcome consists of teachers' understanding of educational foundation, students' characteristics, curriculum development, lesson plan, implementation of educational learning, implementation of



dialogic learning, ICT utilization, learning outcome evaluation, students' potential development and reflective action. Thus, to improve the performance of teachers, there is need to improve pedagogical competence. Just like pedagogical competence, teacher training and knowledge of subject competence will help produce better educational outcome.

The development of required competencies is needed to produce enriched teachers for the society. Students' academic performance can be influenced by teachers' competencies, as competent teachers possess the capability to effectively manage the classroom, utilize a variety of instructional materials, ensure instructional efficacy, employ suitable pedagogies, and communicate effectively for teaching and learning (Lindemann et al., 2017). The old saying that teachers are born and not made cannot be accepted in this present time. Therefore, one must first learn what and how to teach by developing an array of competencies needed for teaching. In addition to teachers' competencies, teachers' experience count in the production of quality educational outcome. Therefore, it becomes imperative that teachers' experience be prioritized during recruitment so as to enhance students' academic performance and also have quality students emerging as graduates prepared for useful living within the society.

Experience is the accumulation of knowledge, skills, and insights gained through direct involvement in activities or situations over time. This shapes a person's ability to handle challenges and make informed decisions based on past encounters. Teachers' experience specifically relates to the insights, methods, and understanding they gain through the period they have thought, interacted with students, and managed classroom dynamics. Amie-Ogan and Omunakwe (2020) noted that teachers' teaching experience is built over time as teachers engage with students from different walks of life. They learn to understand their students' needs, figure out what works best in the classroom, and find ways to keep learning and interesting. Over the years, teachers get better at handling challenges and finding new ways to connect with their students. Their experience is really about growing with each class, staying curious, and always finding new ways to help their students succeed.

Operationally, teachers' experience refers to the number of years an individual has spent actively teaching in formal school settings, during which they have accumulated knowledge, skills and strategies for managing classroom activities, understanding students' needs and improving instructional practices. Teachers, as promoters of knowledge, need rich experiences to effectively inspire, guide and shape their students' learning journeys. Oviawe (2020) noted that teachers' experience can be measured using their years of service or experience, instructional adaptability, classroom management, professional development, and academic qualification. Sirait (2016) highlighted classroom management, professional development, qualification, and years of experience as indices for measuring teachers' level of competencies. Therefore, within the context of this study, the researcher focused on teachers' qualification.



Teachers' qualification is the formal education, training and credentials that teachers possess to be eligible for their roles in educational institutions. Aina and Olanipekun (2015) viewed teacher qualification as a particular type of experience or knowledge someone possesses to make him suitable to teach. Teachers' qualification could go a long way to bring about students' high academic achievement. No education can rise above the quality of its teachers. Oviawe (2020) added that students taught by more qualified teachers tend to perform better than those taught by less qualified teachers. Teachers are appointed based on their qualifications to teach and execute other administrative tasks. The Federal Republic of Nigeria (2016) noted that to be a teacher, an individual should possess the Nigerian Certificate in Education, Bachelor of Education, Postgraduate Diploma in Education, and Professional Diploma in Education. Abe (2020) outlined three key ways to quantify teachers' qualifications: level of education, certification in their area of expertise, and years of experience in subject matter preparation and teaching.

An understanding of the importance of teachers' competencies and experience in enhancing students' academic performance should provide the basis for teachers to become more effective and impactful in their roles (Macheng, 2016). An understanding of the importance of teachers' competencies and experience in enhancing students' academic performance should provide the basis for teachers to become more effective and impactful in their roles (Macheng, 2016). However, numerous studies have shown that students in many educational systems, including Anambra State, continue to perform below expectations in core academic subjects (Uwadiae, 2020). For instance, the West African Examinations Council (WAEC) consistently reports low pass rates in Mathematics and English Language, which are critical for further education and employment (WAEC, 2019). Factors such as inadequate instructional delivery, poor teacher quality, and lack of student engagement have been identified as key contributors to this persistent underperformance. Public secondary schools in Anambra State are not totally exempted from this trend, as studies have shown that students in the state also struggle with poor performance in external examinations, largely due to some factors such as ineffective teaching strategies and resource constraints (Okeke & Anyaegbunam, 2020).

In recent times, there has been a growing concern about poor academic performance among some students in public secondary schools in Anambra State. Stakeholders in education lament about their inability to meet expected academic standards, particularly in core subjects such as English Language and Mathematics. Research also observed that some students in public secondary schools in Anambra State are not performing as expected, despite the state's relatively high academic standards and its reputation as one of the academically advantaged states in Nigeria (Okeke & Anyaegbunam, 2020). The researcher wonders if this could be attributed to the level of teachers' competencies or their level of teaching experience. In finding answers to the above, the researcher sought to examine teachers' competencies and experience as correlates of students' academic performance in public secondary school in Anambra State.



Statement of the Problem

Teachers are professionals who have positive effect on students learning and development through their ability to deliver learning content. In the school setting, teachers are meant to work hard towards the achievement of the goals of education. However, this does not appear to be the case in some public secondary schools in Anambra State, where students have reportedly been performing below average. Stakeholders in education have also expressed dissatisfaction to the underperformance their wards.

The researcher equally observed a decline in the academic performance of some students in public secondary schools in Anambra State. Many students have continued to perform poorly in key subjects such as English Language and Mathematics, both in internal school assessments and standardized examinations. Despite the State's reputation for academic excellence, a growing number of students are failing to meet expected academic standards. This underperformance raises questions about the quality of teaching and the capacity of some teachers to deliver lessons effectively. It appears that some teachers may lack the necessary competencies and experience required to engage students meaningfully and support their academic progress. It could be that poor instructional delivery, inadequate subject mastery, and qualification of some teachers may be contributing to the persistent academic challenges observed among some students. Failure to look into these issues will pose a threat to the quality of teaching and learning in secondary schools in Anambra State. Based on this, the study sought to examine teachers' competencies and experience as correlates of students' academic performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine teachers' competencies and experience as correlates of students' academic performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State.
2. determine the relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State.
3. ascertain the relationship between teachers' qualification and students' academic performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State?



2. What is the relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State?
3. What is the relationship between teachers' qualification and students' academic performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State.
3. There is no significant relationship between teachers' qualification and students' academic performance in public secondary schools in Anambra State.

Methodology

The study adopted a correlational research design for this study. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study comprised 20,560 senior secondary two (SS2) as respondents. The sample size is f 1,028 students drawn using Proportionate stratified random sampling technique. The instrument for the study was a self-structured questionnaire, titled "Teachers' Competencies Questionnaire (TCQ), Teacher Variables (TV), Teachers' Professional Development Questionnaire (TPDQ) and Students' Academic Scores (SAC). The instrument has four section A-D. Section A deals with the personal data of the respondents, while section B, and C is divided in clusters with 10 items, section D which is the Students' Academic Scores (SAS)' of SS2 students in English Language and Mathematics. The instrument has four-point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of five research assistants. Out of 1028 copies of questionnaires administered, 861 were properly completed and used for data analysis. This gave a return rate of 83.75%. The ones not returned were not counted and used for the data analysis. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.75 for TCQ and 0.80 for TPDQ are considered highly reliable and suitable for the study. Data were analyzed using Pearson Product Moment Correlation. Pearson Product Moment Correlation was used to answer research questions 1 to 6 and test hypotheses 1 to 6 at



0.05 level of significance. In testing the hypotheses, if the p-value was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) would be accepted. Where the p-value was greater than 0.05, the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) would be rejected.

Research Question 1: What is the relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Teachers' Instructional Delivery Competence and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Instructional Delivery Competence	Remark
Students' Academic Performance	861	1.00	0.882	Very Strong Positive Relationship
Teachers' Instructional Delivery Competence	861	0.882	1.00	

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed the relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.882 with a sample size of 861 students. This implies that there is very a strong positive relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State.

Research Question 2: What is the relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State?



Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Teachers' Pedagogical Competence and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Pedagogical Competence	Remark
Students' Academic Performance	861	1.00	0.867	Very Strong Positive Relationship
Teachers' Pedagogical Competence	861	0.867	1.00	

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed the relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.867 with a sample size of 861 students. This implies that there is very a strong positive relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State.

Research Question 3: What is the relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation on the Relationship between Teachers' Qualifications and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Qualifications	Remark
Students' Academic Performance	861	1.00	0.765	Strong Positive Relationship
Teachers' Qualifications	861	0.765	1.00	



The summary result of Pearson Product-Moment Correlation Coefficient in Table 3 showed the relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.765 with a sample size of 861 students. This implies that there is a strong positive relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State

Table 4: Summary of Pearson Product Moment Correlation on the Test of Significant Relationship between Teachers' Instructional Delivery Competence And Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Instructional Delivery Competence	P-Value	Remark
Students' Academic Performance	861	1.00	0.882	0.000	Significant
Teachers' Instructional Delivery Competence	861	0.882	1.00		

The summary result of Pearson Product-Moment Correlation Coefficient in Table 4 showed the significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.882 with a sample size of 861 students. More so, the p-value is at 0.000 which indicated that the null hypothesis was rejected while the alternative was retained. Thus, there is a significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State. This indicated that there is a very strong positive and significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State.



Hypothesis 2: There is no significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State

Table 5: Summary of Pearson Product Moment Correlation on the Test of Significant Relationship between Teachers' Pedagogical Competence And Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Pedagogical Competence	P-Value	Remark
Students' Academic Performance	861	1.00	0.867	0.000	Significant
Teachers' Pedagogical Competence	861	0.867	1.00		

The summary result of Pearson Product-Moment Correlation Coefficient Table 5 showed the significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.867 with a sample size of 861. More so, the p-value was at 0.000, which means that the null hypothesis was rejected and the alternative was retained since the p-value (0.000) was less than 0.05. Thus, there is a significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State. This implies that there is a very strong, positive and significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State.

Hypothesis 4: There is no significant relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State

**Table 6:** Summary of Pearson Product Moment Correlation on the Test of Significant

Relationship between Teachers' Qualification and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Students' Academic Performance	Teachers' Qualifications	P-Value	Remark
Students' Academic Performance	861	1.00	0.765	0.000	Significant
Teachers' Qualifications	861	0.765	1.00		

The summary result of Pearson Product-Moment Correlation Coefficient in Table 6 showed the significant relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.771 with a sample size of 861 students. More so, the p-value is at 0.000, which indicates that the null hypothesis was rejected and the alternative was retained since the p-value (0.000) was less than 0.05. Thus, there is a significant relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State. This implies that there is a strong, positive and significant relationship between teachers' qualifications and students' academic performance in public secondary schools in Anambra State.

Discussion

Findings on the relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State revealed that there is a high positive and significant relationship between teachers' instructional delivery competence and students' academic performance in public secondary schools in Anambra State. The findings of the study is in line with the findings of Okiridu and Godpower (2021) that revealed that there is a significant relationship between teachers' workload and instructional delivery. A teacher with strong instructional delivery competence can create a conducive learning environment and adapt their approach to meet the diverse needs of their students, ultimately leading to enhanced learning outcomes. Similarly, Zhang and An (2024) found a significant positive correlation between instructional competence, responsibility, and satisfaction. Their study further revealed that while teachers' overall instructional competence is strong, there is still a need to strengthen the systematic transmission of core knowledge and incorporate student feedback. Moreover, although teachers demonstrated a high sense of responsibility toward students, their level of professional



recognition requires improvement. Therefore, schools should establish a system that integrates training, communication, cultural identity, performance appraisal, and environmental optimization to enhance the quality of education and foster teacher development.

Findings on the relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State revealed that there is a high positive and significant relationship between teachers' pedagogical competence and students' academic performance in public secondary schools in Anambra State. The findings of the study is in line with the findings of Hanifah et al. (2019) that indicated that all facets of both professional and pedagogical competencies were notably well-developed and proficient among teachers. Purnama and Lismayant (2021) also revealed that teachers' pedagogical competence as a determinant of students' motivation required possession of knowledge of the subject matter, use of appropriate teaching methods, and use of instructional materials in the teaching and learning process. The results also revealed that teachers' pedagogical competence required teacher-student positive relationships, use of positive reinforcement and incentives, and teacher personality to motivate students towards business education. This suggests that pedagogical competence does not only enhance students' cognitive achievement but also plays a critical role in shaping their motivation, engagement and overall learning experience. Consequently, strengthening teachers' pedagogical skills should remain a top priority in educational policy and professional development programs, as it directly translates to improved student outcomes.

Findings on the relationship between teachers' qualification and students' academic performance in public secondary schools in Anambra State revealed that there is a high positive and significant relationship between teachers' qualification and students' academic performance in public secondary schools in Anambra State. The findings of the study is in line with the findings of Muhammad (2021) revealed that all teachers' academic qualification and experience when taken together made significant effects on students' achievement. The findings is in tandem with the findings of Oludapo and Oludapo (2021) teachers' qualifications influenced students' academic performance in basic science. Abe (2020) supported this finding by noting that teachers' level of education is crucial factor to determine student achievement. Through rigorous coursework and study, teachers gain a deep understanding of educational principles, subject-specific content, and instructional methodologies. These findings strongly suggest that prioritizing teacher qualification is not just a policy requirement but a decisive factor in driving students' academic success. Hence, sustained investment in teacher education and professional development is essential for long-term improvement in the quality of learning outcomes.

Conclusion

The study investigated teachers' competencies and experience as correlates of students' academic performance in public secondary schools in Anambra State. Based on the findings of the study, the



study concluded that teachers' competencies and experience have strong positive relationship between students' academic performance in public secondary schools in Anambra State.

Recommendations

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

1. Since teachers' instructional delivery competence positively influences students' performance, schools should intensify capacity-building programs that further strengthen teachers' teaching skills and classroom strategies.
2. Policy makers should prioritize continuous investment in pedagogical training as a key component of educational reforms, so as to ensure that teachers are equipped to sustain both cognitive achievement and student-centered learning experiences.
3. Schools management are encouraged to invest in continuous teacher education programmes, such as postgraduate studies, professional certifications and regular training, to strengthen teachers' knowledge base and instructional competence.

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