



## TEACHERS' COMPETENCIES AS PREDICTORS OF STUDENTS' ACADEMIC ENGAGEMENT IN CIVIC EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

The study examined teachers' competencies as predictors of students' academic engagement in civic education in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consisted of 24,933 SS2 students in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instruments Teachers' Competencies Questionnaire (TCQ) and Students' Academic Engagement Questionnaire (SAEQ) were used for data collection. The instruments were subjected to face and construct validation. Face validation was done by three experts while construct validation was carried out with Principal Component Analysis approach using SSPS volume 26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient value of 0.82 for TCQ and 0.85 for SAEQ were obtained and considered highly reliable and suitable for the study. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that teachers' instructional delivery competency is a moderate positive and significant predictor of students' academic engagement in civic education while teachers' classroom management competency is a high positive and significant predictor of students' academic engagement in civic education in public secondary schools in Anambra State. The study concluded that teachers' competencies are positive and significant predictors of students' academic engagement in civic education in public secondary schools in Anambra State. Based on the findings, the study recommended that principals should monitor the implementation of teachers' instructional roles to ensure that they prepare their lesson notes in line with the curriculum objectives and deliver them in conformity with the allotted time range, since it is a known fact that when teachers perform well in the classroom, students will likely be engaged and perform better academically.



**Keyword:** teachers' competencies, students' academic engagement, civic education

## Introduction

In examining the academic landscape of public secondary education within Anambra State, it becomes apparent that numerous factors intricately shape the academic engagement of students. Understanding these factors is essential for devising effective strategies by competent teachers to enhance educational outcomes and ensure the holistic development of students. A student's success in examinations credited through good classroom engagement significantly influences their overall academic performance, serving as a yardstick for assessing their mastery of course content and ability to apply knowledge through various assessment methods, including essays, tests, oral examinations, and standardized exams, against established educational benchmarks (Adinna & Okafor, 2023). For students aspiring to pursue further education or secure admission to academic programmes locally or internationally, achieving commendable academic engagement is imperative which could lead to improved academic performance.

The students' involvement in their academic activities no doubt will enhance their engagement in class work, and assignment. Okaforcha (2024) asserted that the participation of the students in both intra and extracurricular activities improves their academic performance which invariably encourages academic engagement. Academic engagement therefore reflects the degree of attention, curiosity, interest and passion that students display during learning activities (Anatoh et al., 2024). It serves as a measure of the quality of students' participation and emotional state within the learning environment. Okaforcha and Aniefuna-Mokwugwo (2025) defined academic engagement as the commitment and investment students make in their learning through both curricular and extra-curricular activities. When students feel confident in their academic lives, they are more likely to engage activity in the available learning opportunities.

Students' academic engagement is indicated by the extent of students' participation in class, enthusiasm in learning and the quality of their submitted assignments. Asanre and Chinaka (2024) indicated that students who lack confidence believe that they cannot accomplish work, view the activity as pointless, and as a consequence, do not want to put any time or effort into it. They do not wish to perform such a duty as a result. Asanre and Chinaka further asserted that students who are highly engaged have greater self-efficacy ratings than less engaged students, who are also seen to devote more time to studying. Additionally, Girma (2023) reported that students' academic engagement was the primary driver of success among students. Okere et al. (2024) reported that students' academic engagement is a result of participating in academic activities. This is because a student has to believe he can complete the learning task if he has a strong intellectual connection to it. On the other hand, Ezeaku and Obunike (2024) argued that students who do not think they



can accomplish a task could think of it as pointless and choose not to put in the time and effort required to do it.

Contextually, students' academic engagement is their active behavioural, cognitive and emotional involvement in learning, going beyond mere attendance to deep interest and effort in coursework and academic activities, leading to better performance, motivation and positive school experiences. It is a multifaceted concept, encompassing observable actions (like participation), thoughtful energy (understanding complex ideas) and feelings (enjoyment, passion) towards learning. This happens when students dive deep into learning activities, when they are mentally and emotionally absorbed by the study materials and often when interacting with peers. One way teachers can proactively work to increase students' academic engagement is to exhibit good professional competencies in their respective classroom.

Teachers' competencies are regarded as a multidimensional construct, which encompasses numerous interconnected elements towards the transformation of knowledge to learners. Obi et al. (2024) described teachers' competencies as demonstrable, professionally acquired, specified requisite teaching skills, abilities, and attitudes essential for effective teaching. Continuing, Obi et al. further stressed that the possession of a repertoire of these prerequisite teaching skills and attitudes spans beyond the three domains of learning and, therefore, may not be restricted only to them. Thus, a teacher can be competent in the cognitive, psychomotor, and affective areas of the instructional process. In line with this, Obiekwe et al. (2024) noted that teaching and learning depend on teachers' competencies; consequently, a competent teacher could be conceptualized as one who produces desired results in psychomotor, cognitive and affective domains of education.

Teachers' competencies are regarded as a multidimensional construct which encompasses numerous interconnected elements towards the transformation of knowledge to learners. Okeke et al. (2024) described teachers' competencies as demonstrable, professionally acquired, specified requisite teaching skills, abilities, and attitudes essential for effective teaching. Okeke et al. concluded that teachers' competencies include instructional delivery competency, pedagogical competency, interpersonal competency, communication competency and ICT competency. Ughamadu et al. (2025) stressed that the possession of repertoire of competencies prerequisite teaching skills and attitudes spans beyond the three domains of learning and, therefore, may not be restricted only to them. Ughamadu et al. further listed competencies to include communication, classroom management, critical thinking, instructional delivery, interpersonal relationship, decision-making, ICT and pedagogical competency. Thus, a teacher can be competent in the cognitive, psychomotor and affective areas of the instructional process. In line with this, Onu and Ogbuanya (2024) noted that teaching and learning depend on teachers' competencies; consequently, a competent teacher could be conceptualized as one who produces desired results in psychomotor, cognitive and affective domains of education. Onu and Ogbuanya added that



communication competency, ICT competency, instructional delivery competency, interpersonal competency and pedagogical competency.

Contextually, the researcher defined teachers' competencies as the correct method of conveying units of knowledge, application of knowledge and skills to students. It referred to the overall ability and authority of teachers in carrying out their profession, including responsibilities in educating students with knowledge and skills. In this study, teachers' competencies were delimited to instructional delivery competency and classroom management competency.

Teachers' instructional delivery competency is the process showing every activity the teacher and the learner does in a classroom setting. It is the models, methods, strategies, approaches or even techniques that a teacher employs to deliver his/her subject matter of a lesson to the learners. It can as well be regarded as a representation of a pattern in which a lesson is to be presented (Esiaba, 2023). Teachers' instructional delivery competency is the teaching skills of teachers used in teaching students and these skills enable students to learn the knowledge and skills related to different subject areas. The process of instructional delivery must be based on stated objectives of the lesson, it is based on this that when the process of instructional delivery is over, then the opportunity to determine if the aim of the lesson has been achieved or not comes, which is the evaluation act that will tell if the lesson met stated objectives (Effiong et al., 2024). Teachers' instructional delivery competency involves a set of skills, knowledge, attitudes, activities, and experiences that a supervisor employs to improve instructional processes and learning outcomes. Chukwudolue et al. (2024) asserted that teachers must possess competencies in demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction, assessing students' learning and exhibiting good classroom management.

Classroom management competency is assets to any classroom teacher. Okafor (2022) noted that classroom management is frequently at the top of the list of factors that contribute to students' engagement. Umeh et al. (2023) averred that teachers must be proactive to prevent problems, plan engaging instruction, and maximize and manage time, and plan transitions. Onyekwelu (2025a) noted that classroom management competency consists of a teacher's ability to create an atmosphere where they can teach and students can learn. The ability to manage a classroom involves several skills that every teacher must possess. In the words of Ezeaku and Obi (2025), classroom management competency is a teacher's ability to create a positive, structured learning environment by effectively managing student behaviour, space, time and materials. Obi et al. (2025) averred that teachers must be proactive to prevent problems, plan engaging instruction, and manage time, and plan transitions. Good application of classroom management competency helps to promote good students engagement in classroom activities.



Achieving academic engagement of students has been the desire of educational stakeholders in secondary education. The importance of academic engagement cannot be overlooked. It is useful in enhancing school activities towards achieving positive academic outcomes and as well, decreases students' decision to drop out of school due to a long-term process of disengagement from school, among others. Anierobi et al. (2024) noted that there are many potential causes of students' disengagement, including a lack of interest in the material, lack of personal relevance, lack of motivation, poor classroom management, and lack of support from teachers and peers. More so, Emesi and Anyanwu (2024) fingered among others that students who are disengaged in the classroom exhibit behaviours like low participation in class, low test scores, poor attendance, lack of homework completion, and disruptive behaviour. However, the unsatisfactory engagement of some students often experienced in some public secondary schools in Anambra State is often attributed not only to the incompetencies of some teachers but also teachers' variables in effective management of the affairs of students in their school. Despite the fact that secondary school students in Anambra State are taught by the same teachers with the same syllabus, their academic engagement level differ from one individual to another which might be pointing accusing fingers to teachers' competencies and characteristics. Given the foregoing, the researcher deemed it necessary to find out the predictive value of teachers' competencies on students' academic engagement in civic education in public secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of the study is to examine teachers' competencies as predictors of students' academic engagement in civic education in public secondary schools in Anambra State. Specifically, the study sought to:

1. find out the predictive value of instructional delivery competency on students' academic engagement in civic education in public secondary schools in Anambra State.
2. ascertain the predictive value of teachers' classroom management competency on students' academic engagement in civic education in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the predictive value of teachers' instructional delivery competency on students' academic engagement in civic education in public secondary schools in Anambra State?
2. What is the predictive value of teachers' classroom management competency on students' academic engagement in civic education in public secondary schools in Anambra State?

### **Hypotheses**

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



1. Teachers' instructional delivery competency is not a significant predictor of students' academic engagement in civic education in public secondary schools in Anambra State.
2. Teachers' classroom management competency is not a significant predictor of students' academic engagement in civic education in public secondary schools in Anambra State.

## Research Methods

The study examined teachers' competencies as predictors of students' academic engagement in civic education in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consisted of 24,933 SS2 students in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instruments Teachers' Competencies Questionnaire (TCQ) and Students' Academic Engagement Questionnaire (SAEQ) were used for data collection. The instruments were subjected to face and construct validation. Face validation was done by three experts while construct validation was carried out with Principal Component Analysis approach using SPSS volume 26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient value of 0.82 for TCQ and 0.85 for SAEQ were obtained and considered highly reliable and suitable for the study. The researcher visited the public secondary schools with the help of four research assistants. Out of 1,247 copies of the instrument administered, 1,119 copies representing 90% of the instrument were correctly completed. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

## Results

**Research Question One:** What is the predictive value of teachers' instructional delivery competency on students' academic engagement in civic education in public secondary schools in Anambra State?



**Table 12:** Summary of Simple Regression Analysis on the Predictive Value of Teachers' Instructional Delivery Competency on Students' Academic Engagement in Civic Education in Public Secondary Schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	$\beta$	$\beta$	$\beta$
Constant	34.857	3.835	
<b>teachers' instructional delivery competency</b>	0.634	0.296	0.618
R	0.618		
R <sup>2</sup>	0.583		
Adj. R <sup>2</sup>	0.521		

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 34.857. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' instructional delivery competency, students' academic engagement in civic education will be valued at 35%. The analysis showed that teachers' instructional delivery competency positively predict students' academic engagement in civic education in public secondary schools in Anambra State as shown by the regression coefficient ( $R = 0.618$ ). Furthermore, the standardized beta is also values at  $\beta = 0.618$  which revealed that teachers' instructional delivery competency is a moderate positive predictor of students' academic engagement in civic education in public secondary schools in Anambra State. This implies that a unit increase in teachers' instructional delivery competency led to 0.618(62%) increases in students' academic engagement in civic education in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.583 indicated that the explanatory power of the variable was moderate. This implies that 58% of the variations in students' academic engagement in civic education in public secondary schools in Anambra State were accounted for by the variations in teachers' instructional delivery competency. The adjusted  $R^2$  supported the claim of the  $R^2$  with a value of 0.521 indicating that 52% of the total variation in students' academic engagement in civic education was explained by teachers' instructional delivery competency. Thus, adjusted  $R^2$  supports the statement that the explanatory power of students' academic engagement in civic education moderately depends on teachers' instructional delivery competency in public secondary schools in Anambra State.



**Research Question Two:** What is the predictive value of teachers' classroom management competency on students' academic engagement in civic education in public secondary schools in Anambra State?

**Table 2:** Summary of Simple Regression Analysis on the Predictive Value of Teachers' Classroom Management Competency on Students' Academic Engagement in Civic Education in Public Secondary Schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	$\beta$	$\beta$	$\beta$
Constant	43.116	2.017	
<b>teachers' classroom management competency</b>	0.861	0.102	0.823
R	0.823		
R <sup>2</sup>	0.745		
Adj. R <sup>2</sup>	0.712		

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 43.116. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' classroom management competency, students' academic engagement in civic education will be valued at 43%. The analysis showed that teachers' classroom management competency positively predict students' academic engagement in civic education in public secondary schools in Anambra State as shown by the regression coefficient ( $R = 0.823$ ). Nevertheless, the standardized beta is also values at  $\beta = 0.823$  which revealed that teachers' classroom management competency is a positive predictor of students' academic engagement in civic education in public secondary schools in Anambra State. This implies that a unit increase in teachers' classroom management competency led to 0.823(82%) increases in students' academic engagement in civic education in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.745 indicated that the explanatory power of the variable was highly strong. This implies that 75% of the variations in students' academic engagement in civic education in public secondary schools in Anambra State were accounted for by the variations in teachers' classroom management competency. The adjusted  $R^2$  supported the claim of the  $R^2$  with a value of 0.712 indicating that 71% of the total variation in students' academic engagement in civic education was explained by teachers' classroom management competency. Thus, adjusted  $R^2$  supports the statement that the explanatory power of students' academic engagement in civic education highly depends on teachers' classroom management competency in public secondary schools in Anambra State.



## Test of Hypotheses

### Hypothesis One

**H<sub>01</sub>:** Teachers’ instructional delivery competency is not a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State.

**Table 3:** Test of Significance on the Simple Regression Analysis on Significant Predication of Teachers’ Instructional Delivery Competency on Students’ Academic Engagement in Civic Education in Public Secondary Schools in Anambra State

	Unstandardize d $\beta$	Std. Dev. $\beta$	Standardize d $\beta$	t- value	p- value
Constant	34.857	3.835		26.453	0.000
<b>teachers’ instructional delivery competency</b>	0.634	0.296	0.618	23.291	0.000
R	0.618				
R <sup>2</sup>	0.583				
Adj. R <sup>2</sup>	0.521				
F	41.642				0.000

The summary of the test of significance of simple regression analysis as shown in Table 6 showed that the simple regression coefficient (R) is 0.618 while the R<sup>2</sup> is 0.583 and Adjust R<sup>2</sup> is 0.521. The F-ratio associated with regression is 41.642, the t-test is 23.291 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that teachers’ instructional delivery competency is not a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers’ instructional delivery competency is a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State.

### Hypothesis Two

**H<sub>02</sub>:** Teachers’ classroom management competency is not a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State.



**Table 4:** Test of Significance on the Simple Regression Analysis on Significant Predication of Teachers’ Classroom Management Competency on Students’ Academic Engagement in Civic Education in Public Secondary Schools in Anambra State

	Unstandardize d $\beta$	Std. Dev. $\beta$	Standardize d $\beta$	t- value	p- value
Constant	43.116	2.071		31.246	0.000
<b>teachers’ classroom management competency</b>	0.861	0.102	0.823	27.351	0.000
R	0.823				
R <sup>2</sup>	0.745				
Adj. R <sup>2</sup>	0.712				
F	58.173				0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is 0.823 while the R<sup>2</sup> is 0.745 and Adjust R<sup>2</sup> is 0.712. The F-ratio associated with regression is 58.173, the t-test is 27.351 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that teachers’ classroom management competency is not a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers’ classroom management competency is a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State.

### Discussion of Findings

Findings on the predictive value of teachers’ instructional delivery competency on students’ academic engagement in civic education in public secondary schools in Anambra State revealed that teachers’ instructional delivery competency has a moderate positive predictive value of 0.618(62%) on students’ academic engagement in civic education in public secondary schools in Anambra State. This means that increase in teachers’ instructional delivery competency will bring about 62% increases in students’ academic engagement in civic education in public secondary schools in Anambra State and vice versa. The study also revealed that teachers’ instructional delivery competency is a significant predictor of students’ academic engagement in civic education in public secondary schools in Anambra State. The finding of the study is in consonance with the



findings of Agah and Unachukwu (2022) that teachers' monitor students to ensure that instructions are carried out and organize extra classes for slow learners. Okeke and Adinna (2025) findings indicated that teachers utilize the act of questioning to develop higher level of thinking in students. In the findings of Adinna et al. (2025), teachers set good study objectives during classroom teaching and prioritize students' acquisition of knowledge through classroom participation. The finding of the study justifies the earlier findings of Esiaba (2023) that students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic engagement. Okaforcha et al. (2025) findings showed that the instructional delivery methods that positively affect students' academic performance include teachers selecting the learning area to be taught, teachers setting criteria for success, teachers evaluating students' acquisition, and teachers providing closure at the end of the lesson. Ughamadu et al. (2024) asserted that school supervisors must possess competencies in demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction and assessing students' learning. The similarities found among the studies could be attributed to the fact that instructional delivery competencies are essential practices that teachers master for effectively instructing students to maximize knowledge and skill acquisition. A common complaint of an explicit instruction approach is that it does not offer sufficient opportunities for students to build on acquired knowledge/skills in creative and novel ways that help them to assimilate the material. The reality is that all effective instruction, regardless of philosophy, must aid students in generalizing newly taught knowledge/skills in a context that is greater than a single lesson.

Findings on the predictive value of teachers' classroom management competency on students' academic engagement in civic education in public secondary schools in Anambra State revealed that teachers' classroom management competency has a high positive predictive value of 0.823(82%) on students' academic engagement in civic education in public secondary schools in Anambra State. This means that students' academic engagement in civic education highly depends on teachers' classroom management competency in public secondary schools in Anambra State. The study also showed that teachers' classroom management competency is a significant predictor of students' academic engagement in civic education in public secondary schools in Anambra State. This is in agreement with the findings of Okaforcha and Nwafor (2024) that, a well-managed classroom minimizes disruptions, leading to more instructional time and better academic performance. In the findings of Oguejiofor and Obigwe (2025), they established that teachers to a great extent use positive reinforcement to motivate their students to learn in their various classrooms. Onyekwelu (2025) agreed with the findings of this study when he emphasized that the use of positive reinforcement strategies is an effective means of classroom management that strengthens positive behaviour in the classroom. This agrees with Ohamobi et al. (2025) who found out that teachers should possess the necessary skill in classroom management for efficient teaching



and learning. The seats, desks should be well arranged in rows. Furthermore, the findings of this study agree with Onyejekwe et al. (2025) who realized that physical arrangement of the classroom is one of the basic classroom principles every teacher must possess to enhance quality teaching and learning. The findings of Obi et al. (2025) affirmed that effective management fosters a positive learning climate where students are more engaged, motivated and less likely to exhibit disruptive behaviour. The similarities found in these studies are as a result of the fact that the unique feature of teachers' classroom management competency that it creates an orderly environment essential for students' learning and development, impacting both academic achievement and social-emotional growth. It enables a teacher to maintain focus, manage behaviour effectively, and build positive relationships, which in turn reduces stress for the teachers and improves students' engagement, motivation and academic outcomes for students. Ultimately, this competency provides the foundation for successful instruction and is crucial for students' success and the teachers' own professional well-being.

## **Conclusion**

From the results of this study, teachers' competencies are driving forces that determine the students' academic engagement in civic education. It gives positive effects on students' academic development and skills, and help teachers to improve their teaching techniques. Based on the findings, the study concluded that teachers' competencies are positive and significant predictors of students' academic engagement in civic education in public secondary schools in Anambra State.

## **Recommendations**

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

1. Principals should monitor the implementation of teachers' instructional roles to ensure that they prepare their lesson notes in line with the curriculum objectives and deliver them in conformity with the allotted time range, since it is a known fact that when teachers perform well in the classroom, students will likely be engaged and perform better academically.
2. Teachers in public secondary schools should apply good classroom management competency since the success of students is linked with teachers' classroom management competency which should create activities that will help to develop and sustain the engagement of students in civic education in public secondary schools in Anambra State.



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