

**PERCEPTION OF TEACHERS' KNOWLEDGE, ATTITUDE, AND TEACHING SKILLS  
AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN SOME  
SECONDARY SCHOOLS IN ETCHE LOCAL GOVERNMENT AREA OF RIVER STATE.**

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**ABSTRACT**

*This study investigates the influence of teachers' skills, attitudes, and knowledge on students' academic performance in Etche Local Government Area, focusing on JSS II Basic Science students. . The study is prompted by concerns over the inadequate subject knowledge and poor teaching attitudes among educators in the rural region, which negatively impacts students' understanding of key academic concepts, particularly in Mathematics and Physics. The research explores how teachers' lack of subject mastery, ineffective pedagogical skills, and uncommitted work attitudes contribute to students' poor academic outcomes. Three objectives, research questions and hypothesis were formulated. The study uses a descriptive survey design, data were collected from a randomly selected sample of 230 students and 20 teachers across five public secondary schools. A structured questionnaire, "Teacher's Knowledge, Attitude and Teaching Skills as Predictors of Student's Academic Performance" (TKASPSAP), served as the primary instrument. Data were analyzed using mean, standard deviation, and Pearson Product Moment Correlation at a significance level of 0.05. The findings reveal that teachers skills, including classroom management, diverse teaching techniques, and communication, significantly influence students' academic performance. Teachers' attitudes, such as enthusiasm, supportiveness, and high expectations, also positively impact students' academic success. Additionally, teachers' knowledge of subject matter, effective teaching strategies, and student developmental needs enhances academic outcomes, though technology integration and understanding of developmental needs showed lower influence. The study concludes that teacher training programs should emphasize skill development, positive attitude reinforcement, and deepened subject and pedagogical knowledge to improve students' academic performance. It is recommended that; Government and educational bodies should invest in continuous professional development programs that improve teachers' skills, particularly in communication and technology integration, Schools should promote teacher attitudes that are supportive and approachable, as these traits significantly enhance student engagement and performance and programs aimed at deepening teachers' subject knowledge and pedagogical techniques should be implemented to improve teaching effectiveness.*

**Keywords: Perception, knowledge, attitude, skills and predictors**

**INTRODUCTION**

Education is a character building process, enhancing students' personality and making the students rational, capable, responsible and intelligent. The saying that schools are the nurseries of the nation and teachers are the architects of the future are not mere figurative expressions but truthful statements as significant as they are suggestive. Thus, educational institutions are the seed beds of culture, where children in whose hands quiver the destiny of the future are trained and groomed to grow as statesmen, patriots and nation builders who determines the progress of the land while in their approach to problems they bear the imprints and influence of the training they receive in the hands of their teachers. Hence, the teacher's instructional competence is an important factor in disseminating knowledge to the students (Bala & Aliyu, 2021).

Education in a simple term has to do with acquisition of knowledge, attitude and skills for individual and societal development which is very vital for emancipating mankind. Each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. However, owing to educational value, the success of education is measured through assessment in examination. Students' academic performances are assessed to ascertain if the set educational objectives and goals have been achieved. This however, boils down to the qualities of teachers and their workplace. Education at secondary schools' level is the bed rock and foundation towards higher knowledge in the tertiary institutions. It is an investment as well as instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the society. However, the quality of education one receives especially at the secondary school level is dependent on the quality of a teacher (Charity et al., 2023).

One of the qualities of teachers that are significant to the academic performance of students in Etche LGA is teacher's knowledge. Teacher's knowledge refers to the mastery and competence a teacher possess in relation to a subject or subject matter. In a study by Hunpegan and Makinde (2024), it was concluded that teacher subject mastery was found significantly related to students' achievement in Yoruba grammar. This implies that teachers effective teaching could be measured by the level of a teacher's subject mastery competence which is regarded as a prime predictor of students' learning outcomes. Subject knowledge by teacher not only inspires pupils/students and helps them to achieve, it also improves the quality of teaching as well. Mastery is very important in any teaching/learning process. This is so because a teacher only gives what he has, you don't give what you don't have. Teacher has a pivotal role to play in a nation's development. It is the teacher who constructs the pillars of nation building in the form of students' development. Modern society demands high quality teaching and learning from teachers (Onyekachi et al., 2020). Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education (Ksenia, 2017).

It is instructive to note that teacher knowledge skill or subject mastery is highly depended on the educational qualification of the teacher. In other words, a Basic Science teacher may not be able to teach Political Science subjects and vice versa. In this light, Christopher and Gary (2018) argued that one key overriding factor of students' academic performance is the academic qualification of the teacher. It was the opinion of Flipovic (2020) that shortage of qualified teachers is responsible for the poor academic performance observable among students. The views of Nwigwe and Arua (2020) implies

that teacher academic qualification is fundamental to students' academic performance and achievement. Teacher academic qualification is a pre-requisite requirement for meeting the objectives of the Basic Science curriculum and is the most important factor in improving students' academic performance in Etche LGA. Teacher academic qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education. It also relates to the acquisition of relevant knowledge, skills and competence and creativity needed for quality productive engagement in the teaching profession (Yakubu, 2023).

Bala and Aliyu (2021) noted that a teachers' attitude to teaching will certainly affect his or her performance in the classroom; attitude is about emotions and feelings, and effective teachers willingly share emotions and feelings, as well as a sincere interest and care about their students' academic performance. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. Teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated.

Teachers' attitudes, has witnessed a steady decline from a large number of teachers who could not make learning take place, to teachers who could make students to unlearn what they have accidentally learnt somewhere else. The exodus of competent personnel from the teaching profession largely due to its unattractiveness in terms of prestige, allowances and salaries, coupled with the issues of death and retirement, has led to glaring cases of teachers' shortage in Nigerian secondary schools. Teachers are regarded as the most imperative school-based factors that influence student's academic levels.

Lastly, teachers teaching skills is a paramount teacher quality that is important in students' academic performance. Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom during teaching and learning process (Oluwadayo et al., 2020). Effective teaching entails good teaching skills such as good communication, good classroom management, enthusiasm, motivation and commitment and all these variables of teaching skills significantly affects students' academic performance.

Summarily, this research work has been able to review the concept of teacher, knowledge, attitude, skills and academic performance. Teachers are the most important refined human species that skillfully, identify, develop and nurture the potentials of productive citizenry, their quality is critical to the success of education in the society, which implies that the eminence of every community is a correlate of the quality of functional teachers in that society. Teachers are professional educators. Therefore, implicitly they have volunteered to accept and assume some of the responsibility for education since the parents sent their children to school, indirectly they delegate some of the responsibility for their education to the teachers at the school.

Knowledge is an awareness of facts, a familiarity with individuals and situations, or a practical skill. Knowledge of facts, also called propositional knowledge, is often characterized as true belief that is distinct from opinion or guesswork by virtue of justification.

An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitude can also be described as the way we evaluate something or someone. For example, we tend to respond positively or negatively about certain subjects.

Academic performance is the final assessment of any teaching and learning process. Academic performance is the level of a student's success in their assignments and coursework.

The systems theory was used to support this study. Some empirical studies by other authors were also reviewed. From the literature reviewed, it was revealed that teacher variables such as knowledge, attitude and skills have impact on students' academic performance. On the other hand, it was discovered that a study of this nature has not been conducted in Etche Local Government Area of Rivers State. This present study therefore stands to fill the existing gap.

### **Statement of the Problem**

In Etche Local Government Area, teachers are at the low ebb of knowledge. Etche local government is at the rural area of Rivers State and the teachers there lack the necessary knowledge in imparting the lives of their students. Academic success of students depends upon the teacher and their knowledge of lesson delivering during the lesson in the classroom. If a teacher has good subject knowledge, then he/she can easily satisfy the educational thirst of the students. But in Etche LGA, teachers do not have the requisite knowledge of their subjects. Knowledge is never static but dynamic due to technological changes and innovations taking place around the world. This makes it necessary for teachers to update their pre-service obsolete knowledge through constant and deliberate capacity building programmes, so as to enhance knowledge management in schools (Amie-Ogan & Godsplan, 2021).

Most students today are not able to; understand key concepts in Mathematics (Algebra), demonstrate proficiency in skills such as, problem solving, critical thinking, mastery and grasping of scientific methods and processes and apply knowledge in real life situations. The problem of poor conceptual understanding seems to be recurring also from the fact that students come to the tertiary level with a weak background in Physics as a result of teachers poor knowledge-base.

In terms of attitude of teachers in Etche, teachers have poor attitude to work. It is instructive to note that most schools in Etche are public (government-owned) schools and as such, teachers lack commitment to their jobs. Teachers are seen arriving at schools late and leaving early which speaks of poor attitude to work. These poor attitude ultimately affects the performance of students as students are not properly taught owing to the less time teachers spend in school because of poor attitude to work.

Conclusively, teachers in Etche lack teaching skills and mastery of their subjects. This is a direct result of the fact that teachers in public schools generally in Rivers State are recruited basically on ethnic and primordial sentiments. Teachers lack the necessary skills in teaching their subjects and this affects the performance of students in Etche. Square pegs are being put in round holes in public schools in Etche. The resultant effect lies on the students who leave secondary schools with little or no knowledge of subject matters abruptly taught in school. The society at large suffers from these malactivities from incompetent teachers. It is against this backdrop that this study investigates the perception of teachers' knowledge, attitude and teaching skills as predictor of students academic performance in Etche Local Government Area of Rivers State.

### **Objectives of the Study**

The study has the following as its objectives to:

1. Examine the influence of teachers skills on students' academic performance in Etche LGA
2. Investigate the influence of teachers attitude on students' academic performance in Etche LGA
3. Ascertain the influence of teachers knowledge on students' academic performance in Etche LGA

### **Research Questions**

The following research questions were used to guide the study:

1. What is the influence of teachers' skills on students' academic performance in Etche LGA?
2. What is the influence of teachers' attitude on students' academic performance in Etche LGA?
3. What is the influence of teachers' knowledge on students' academic performance in Etche LGA?

### **Research Hypotheses**

HO<sub>1</sub>: There is no significant influence of teachers skill on students' academic performance in Etche local government Area

HO<sub>2</sub>: There is no significant influence of teachers attitude on students' academic performance in Etche local government Area

HO<sub>3</sub>: There is no significant influence of teacher's knowledge on students' academic performance in Etche local government Area.

### **Significance of the Study**

Several studies have been conducted regarding the impact of teachers knowledge, attitude and teaching skills on students academic performance over the years. Standing on the shoulders of giants and investigating on one of such issue (the perception of teachers' knowledge, attitude and teaching skills as predictor of students academic performance in Etche Local Government Area of Rivers State) is significant and relevant.

The study will be relevant to resource persons in Educational Management and Leadership, Primary Education, Early Childhood, Sociology and Anthropology, etc.

The study will be significant to students in Etche in seeing the need of having a competent, committed and experienced teacher.

The study will be of utmost significance to educational planners in Rivers State (Rivers State Ministry of Education) in marshalling out educational policies and programmes that will aid in developing better teachers in Etche Local Government Area of the state.

### **Scope of the Study**

The study investigates the perception of teachers' knowledge, attitude and teaching skills as predictor of students' academic performance in secondary schools in Etche Local Government Area of Rivers State. Issues surrounding knowledge, attitude and teaching skills of teachers in Etche LGA and how they affect the performance of students are the crux and frame of the study.

The geographical scope of the study is Etche LGA. Echie administratively known as Etche is an indigenous group mostly found in the Niger Delta of Nigeria. Presently, its people make-up Etche and Omuma, two of the 23 Local Government Areas of Rivers State. They are part of the 13 federal constituencies representing River State in Nigeria's National Assembly and part of the Rivers East Senatorial District. Its people are mostly farmers and they speak the Etche dialect of the Igbo language family. As part of Rivers State, Etche is regarded as a component part of the oil rich Niger Delta region of South-South of Nigeria, with oil locations littered in many communities in Etche.

## **METHODOLOGY**

The systematic approach to solving a research topic through the collection of data using various approaches, the provision of an interpretation of the data collected, and the drawing of inferences from the study data is known as methodology in research. Essentially, a research methodology is the blueprint of a research or study. This chapter is to be divided into sub-headings that will guide the proceedings here. Below are the sub-headings.

### **Research Design**

The study adopt the descriptive survey research design to elicit opinions and feedback from respondents. Survey research design simply uses a list of questions to collect data about a group of people about a phenomenon. The research design is appropriate for the study as it gives the researcher the opportunity to gather in-depth insights related to the area of interest.

### **Population of the Study**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. The population for the study comprises all the public secondary schools in Etche Local Government Area.

### **Sample and Sampling Technique**

A sample is a subset of individuals from a larger population. A sample of two hundred and thirty (230) JSS II Basic Science students and twenty (20) teachers were randomly selected from five (5) public mixed secondary schools in Etche Local Government Area, using simple random technique, making total of two human and fifty (250) sample size.

### **Instrument for Data Collection**

A properly crafted questionnaire was given to the respondents to gather data. The questionnaire titled "Teacher's Knowledge, Attitude and Teaching Skills as Predictors of Student's Academic Performance" (TKASPSAP) served as the primary tool for gathering data overall. Sections A and B of the questionnaire are included. The respondents' individual characteristics will be listed in Section A. The questionnaire's primary substance is Section B. Responses will be measured by means of a four-category rating system, SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly disagree.

### **Validity of the Instrument**

The supervisor evaluates the relevance of the questionnaire in relation to the study objectives, research questions, scope and time frame of the study. The method for generating the validity of the instrument is face and content validity. Face validity is an informal review of a questionnaire by non-experts, who assess its clarity, comprehensibility, and appropriateness for the target-group. The face validity will be done by fellow supervisees. Content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest. The generation of a content valid instrument is typically achieved by a rational analysis of the instrument by raters (experts and supervisors) familiar with the construct of interest or experts on the research subject. Specifically, the supervisor will review all of the questionnaire items for readability, clarity and comprehensiveness and come to some level of agreement as to which items should be included in the final questionnaire for the study.

### **Reliability of the Instrument**

The instrument was adjudged reliable as the instrument yielded the same results over multiple trials. The questionnaire was administered at different times during the survey and data obtained will be retested to show reliability. The test-retest was employed to generate the reliability of the questionnaire. This method of generating the reliability provides an indication of stability over time. This aspect of reliability or stability is said to occur when the same or similar scores are obtained with repeated testing with the same group of respondents. In doing this, the questionnaire was subjected to a pilot study of 20 copies of the questionnaire. This implies that, 20 copies of the questionnaire will be distributed to 20 respondents.

### **Method of Data Collection**

The data was collected by the researcher and the help of two trained research assistants.

### **Method of Data Analysis**

The data collated in this study will be analyzed using frequency count and simple percentages. It will be used to analyze the research questions. The stated hypotheses will be analyzed using Pearson Product Moment Correlation at 0.05 level of significance.

### **Presentation of Result**

Research question 1: What is the influence of teachers' skills on students' academic performance in Etche LGA?

**Table 4.1: Mean And Standard Deviation Showing The Influence Of Teachers' Skills On Students' Academic Performance**

S/no	Items	Mean	Std.dev	Decision
1.	Teachers who demonstrate strong classroom management skills positively influence students' academic performance.	3.06	1.07	Agreed
2.	Teachers' ability to use diverse teaching techniques improves students' understanding of academic concepts.	3.53	0.65	Agreed
3.	Teachers with good communication skills are more effective in enhancing student performance.	3.72	0.45	Agreed

4.	Practical skills demonstrated by teachers during lessons increase students' interest in learning.	3.19	0.82	Agreed
5.	Students perform better when teachers use skills that engage them in interactive activities.	3.00	0.85	Agreed
6.	Teachers' ability to integrate technology into lessons enhances students' learning outcomes.	1.80	0.39	Agreed
7.	The skills teachers use in explaining difficult concepts help improve students' academic performance.	1.70	0.80	Agreed

Table 4.1 presents result on the influence of teachers' skills on students' academic performance in Etche LGA. The result reveals that all the items have a mean score greater than the criterion mean of 2.50. This implies that teachers' skills have a great influence on students' academic performance in basic science.

Research question 2: What is the influence of teachers' attitude on students' academic performance in Etche LGA?

**Table 4.2: Mean And Standard Deviation Showing The Influence Of Teachers Attitude On Students' Academic Performance**

S/no	Items	Mea	Std.dev	Decision
8.	Teachers who show enthusiasm for the subject matter positively influence students' academic success.	2.97	0.920	Agreed
9.	Positive attitudes from teachers encourage students to perform better in their studies.	3.08	1.03	Agreed
10.	Teachers who are approachable and supportive have a greater impact on student academic performance.	3.42	0.68	Agreed
11.	The commitment of teachers to students' academic growth enhances students' achievements.	3.00	0.95	Agreed
12.	Teachers who express high expectations for their students encourage better academic performance.	2.85	0.807	Agreed
13.	The attitude of teachers towards students' mistakes affects the students' willingness to learn.	2.97	0.89	Agreed
14.	Students' performance improves when teachers demonstrate a caring and understanding attitude	3.08	1.03	Agreed

Table 4.1 presents result on the influence of teachers' skills on students' academic performance in Etche LGA. The result reveals that all the items have a mean score greater than the criterion mean of 2.50. This implies that teachers' skills have a great influence on students' academic performance in basic science.

Research question 3: What is the influence of teachers' knowledge on students' academic performance in Etche LGA?

**Table 4.2: Mean And Standard Deviation Showing The Influence Of Teachers Knowledge On Students' Academic**

S/no	Items	Mean	Std.dev	Decision
15.	Teachers with strong subject knowledge improve students' understanding and performance.	3.06	1.07	Agreed

16.	Teachers' ability to connect academic content to real-life situations enhances students' academic outcomes.	2.97	0.89	Agreed
17.	Students achieve higher academic results when teachers demonstrate a deep understanding of their subject.	2.93	0.91	Agreed
18.	Teachers with knowledge of effective teaching strategies positively impact student performance.	3.31	0.72	Agreed
19.	Teachers who understand the developmental needs of their students enhance their academic success.	1.78	0.74	Agreed
20.	Students' academic outcomes are positively affected when teachers know how to assess their progress effectively.	3.27	0.68	Agreed

### Presentation of Hypothesis

HO<sub>1</sub>: There is no significant influence of teachers skill on students' academic performance in Etche local government Area

**Table 4.3: t-test analysis on influence of teachers skill on students' academic performance**

N	Mean	Std.dev	Df	t-cal	Sig	Decision
230	43.2	2.45	229	3.42	0.00	S

Detail of the one sample t-test statistics in Table 4.4 reveals that there was a significant influence of teachers' skill on students' academic performance in Etche local government Area. Reason being that the calculated significance (p) value of 0.00 was less than the 0.05 alpha level of significance at df 229.

HO<sub>2</sub>: There is no significant influence of teachers attitude on students' academic performance in Etche local government Area

**Table 4.5: t-test analysis on influence of teachers attitude on students' academic performance**

N	Mean	Std.dev	Df	t-cal	Sig	decision
230	38.6	2.59	229	4.89	0.02	S

Detail of the one sample t-test statistics in Table 4.5 reveals that there was a significant influence of teachers' skill on students' academic performance in Etche local government Area. Reason being that the calculated significance (p) value of 0.00 was less than the 0.05 alpha level of significance at df 229.

HO<sub>3</sub>: There is no significant influence of teachers knowledge on students' academic performance in Etche local government Area.

**Table 4.6: t-test analysis on influence of teachers knowledge on students' academic performance**

N	Mean	Std.dev	Df	t-cal	Sig	Decision
230	41.70	3.46	229	4.81	0,01	S

of the one sample t-test statistics in Table 4.4 reveals that there was a significant influence of teachers' skill on students' academic performance in Etche local government

Area. Reason being that the calculated significance (p) value of 0.00 was less than the 0.05 alpha level of significance at df 229.

### **Summary of Findings**

The analysis in Table 4.1 reveals that teachers' skills have a significant positive influence on students' academic performance in Etche LGA. All the items related to teachers' skills, including classroom management, communication, diverse teaching techniques, and practical engagement, yielded mean scores above the criterion mean of 2.50. The highest influence was noted in teachers' communication skills (mean = 3.72), while the use of technology (mean = 1.80) had the lowest but still positive influence. The t-test results further confirm a statistically significant influence, with a p-value of 0.00, indicating that teachers' skills greatly enhance students' academic performance.

According to Table 4.2, teachers' attitudes also have a significant impact on students' academic performance, as evidenced by mean scores consistently above the criterion mean of 2.50. Teachers' enthusiasm for the subject, approachability, high expectations, and support were found to positively influence students' performance. The most impactful was the supportive and approachable attitude (mean = 3.42), while high expectations had a relatively lower, though positive, influence (mean = 2.85). The t-test results ( $p = 0.02$ ) confirm that teachers' attitudes significantly affect student achievement in the area.

Table 4.3 shows that teachers' knowledge significantly contributes to students' academic outcomes. Teachers' subject expertise, ability to connect content to real-life situations, and knowledge of effective teaching strategies all received mean scores above 2.50, with the highest score for knowledge of teaching strategies (mean = 3.31). Understanding students' developmental needs had the lowest mean (1.78) but still indicated a positive influence. The t-test result with a p-value of 0.01 confirms that teachers' knowledge significantly influences academic performance in Etche LGA.

The findings indicate that teachers' skills, attitudes, and knowledge all play a crucial role in enhancing students' academic performance. Each aspect showed a statistically significant influence, suggesting that effective teacher training and support in these areas could further improve educational outcomes in Etche LGA.

### **Discussion of Findings**

The findings from Table 4.1 reveal a significant positive influence of teachers' skills on students' academic performance in Etche Local Government Area. Specifically, the study identified that teachers who possess strong classroom management skills, diverse teaching techniques, and effective communication strategies have a profound impact on students' academic success. For instance, teachers with strong communication skills were rated highest with a mean of 3.72, emphasizing the role of clear and effective interaction in enhancing student learning. This finding aligns with existing literature that emphasizes the importance of communication in building rapport and engaging students, leading to improved academic performance (Marzano et al., 2021).

Teachers' ability to use diverse instructional strategies also significantly improves students' understanding of academic concepts (mean = 3.53). The diversity of teaching methods allows for differentiated instruction, which caters to varied learning needs and preferences. This is consistent with research by Darling-Hammond et al. (2019), who argue that

teachers who adapt their teaching approaches based on student needs foster a more inclusive learning environment, leading to better academic outcomes.

Furthermore, teachers' practical skills in demonstrating complex concepts (mean = 3.19) and engaging students in interactive activities (mean = 3.00) also positively contribute to students' interest and academic performance. This finding aligns with previous studies, which highlight that active learning strategies promote higher student engagement and deeper learning (Niemi & Nevgi, 2020). However, the lower mean scores for integrating technology (mean = 1.80) suggest that there may be challenges related to technology adoption in classrooms within Etche LGA, reflecting broader issues of access to educational technology in rural areas (Olayemi, 2022).

Overall, the findings suggest that teachers' skills play a pivotal role in shaping students' academic outcomes. This supports the view that teacher professional development focused on enhancing teaching skills, including technology integration and interactive methods, is essential for improving student performance (Järvelä et al., 2020).

The results presented in Table 4.2 indicate that teachers' attitudes significantly influence students' academic performance in Etche LGA. Teachers who show enthusiasm for the subject matter, express high expectations, and provide a supportive and approachable presence were found to have a greater impact on student achievement. The supportive and approachable attitude of teachers scored the highest (mean = 3.42), reinforcing the importance of emotional support in student success. This finding is consistent with research by Jennings and Greenberg (2019), who found that positive teacher-student relationships foster a safe learning environment, boosting student motivation and performance. Additionally, teachers' enthusiasm and commitment to students' academic growth (mean = 3.00) were shown to motivate students to perform better academically. Enthusiastic teachers who are passionate about their subject can inspire students and increase their interest in the subject matter, leading to improved outcomes (Freeman et al., 2020). On the other hand, the lower mean score for teachers' high expectations (mean = 2.85) may suggest that while setting high standards is important, it must be balanced with supportive feedback and encouragement to prevent students from feeling overwhelmed (Lazarides et al., 2019). These findings reinforce the view that a teacher's attitude is not only crucial for academic success but also for students' overall well-being and willingness to engage in learning activities. This echoes the conclusions of Kim et al. (2022), who argue that fostering a positive classroom climate through supportive teacher behavior enhances both cognitive and emotional student outcomes.

Table 4.3 shows that teachers' knowledge, particularly in subject matter and pedagogy, has a strong influence on students' academic performance in Etche LGA. Teachers with a deep understanding of the subject (mean = 3.06) and the ability to connect academic content to real-life situations (mean = 2.97) were found to improve student comprehension and performance. This is consistent with findings by Shulman (2018), who emphasized that teachers' content knowledge is a critical factor in student achievement. Moreover, teachers' knowledge of effective teaching strategies (mean = 3.31) was found to positively impact student performance. This finding is supported by Tang, Yin, and Luo (2018), who highlighted the significance of teachers applying pedagogical content knowledge to make lessons more accessible and engaging for students. Interestingly, teachers' understanding of students' developmental needs scored lower (mean = 1.78), indicating that this area might require further attention in teacher training. The ability to

tailor instruction to the developmental stages of students is crucial for fostering learning at the right cognitive level (Zimmerman & Kitsantas, 2022). Overall, the findings underscore the importance of teacher knowledge not only in their subject area but also in pedagogical strategies and student development. The significant influence of these factors on student performance suggests that investing in teachers' professional growth, particularly in content knowledge and pedagogy, is vital for

The findings from this study highlight the significant influence of teachers' skills, attitudes, and knowledge on students' academic performance in Etche LGA. Teachers who possess strong instructional and communication skills, demonstrate positive attitudes, and have a deep knowledge of their subject and pedagogy significantly enhance student learning outcomes. These results point to the critical need for continuous teacher training and professional development to equip teachers with the necessary skills and knowledge to meet the diverse needs of their students and improve academic performance.

### **SUMMARY**

This study utilized a descriptive survey design to investigate the influence of teachers' skills, attitudes, and knowledge on students' academic performance in Etche LGA. Data was collected from 250 respondents using a questionnaire and analyzed through mean, standard deviation, and t-tests. The results revealed that teachers' skills, particularly communication and diverse teaching techniques, positively influence student performance. Similarly, positive teacher attitudes, such as enthusiasm and supportiveness, significantly improve student outcomes. Additionally, teachers' subject knowledge and pedagogy were found to be strong determinants of academic success. The study concludes that teacher development is key to improving educational outcomes.

### **CONCLUSION**

This study examined the influence of teachers' skills, attitudes, and knowledge on students' academic performance in public secondary schools within Etche Local Government Area. The findings indicate that all three aspects of teacher effectiveness—skills, attitudes, and knowledge—significantly contribute to students' academic outcomes. Teachers' communication abilities, diverse teaching techniques, positive attitudes, and subject expertise were shown to have a strong positive impact on students' learning. The study confirms that enhancing teachers' instructional skills, attitudes toward students, and subject knowledge can improve academic performance.

### **Implications of the Study**

The results suggest important implications for education stakeholders in Etche LGA and beyond:

1. **Teacher Professional Development:** Continuous training programs focused on classroom management, diverse teaching methods, and communication should be prioritized to enhance teacher effectiveness.
2. **Curriculum Improvement:** School administrators and policymakers should integrate programs that support the development of teachers' positive attitudes and emotional support toward students to foster better learning environments.

3. **Technology Integration:** Given the relatively low influence of technology use by teachers, initiatives to improve access to and proficiency in educational technology should be emphasized.

## **RECOMMENDATIONS**

Based on the findings, the following recommendations are made:

1. Government and educational bodies should invest in continuous professional development programs that improve teachers' skills, particularly in communication and technology integration.
2. Schools should promote teacher attitudes that are supportive and approachable, as these traits significantly enhance student engagement and performance.
3. Programs aimed at deepening teachers' subject knowledge and pedagogical techniques should be implemented to improve teaching effectiveness.

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