



Assessment of Teachers' Competencies in Attaining Educational Objectives of Senior Secondary Education in Rivers State

¹WILLIAMS, Ubulom & ²IKPA, Augustine Ikechukwu

¹Department of Business Education
Faculty of Education
Rivers State University
Nkpolu Oroworukwo Port Harcourt
Will.ubulom@yahoo.com

²Department of Educational Foundations
Faculty of Education
Rivers State University
Nkpolu Oroworukwo Port Harcourt.
ikpaikechukwu@gmail.com

ABSTRACT

This study investigated assessment of teachers' competencies in attaining educational objectives of senior secondary education in Rivers State. Three research questions were posed, and three hypotheses were tested in the study. This study adopted the descriptive survey research design. The population of this study was 800 selected senior secondary school teachers drawn from the three senatorial districts in Rivers State. A sample size of 260 was drawn using the Fluid Survey Sample Calculator. The Stratified sampling technique was adopted for this study. A structured questionnaire titled "Teachers' Competencies and Attainment of Educational Objectives" (TCAEO) with a four point rating scale was designed for the study. The instrument was validated by an expert in the field of Educational Measurement and Evaluation, while a reliability coefficient value of 0.51 was obtained using the Pearson's Product Moment Correlation. Mean and Standard Deviation was used to answer the research questions, while the inferential statistics of Analysis of Variance (ANOVA) was used in testing the null hypotheses at 0.05 alpha level. It was found that the opinion of teachers in the three senatorial districts do not differ on the extent subject to which their skills, subject knowledge and attitude influence the attainment of educational objectives of senior secondary education in Rivers State. It was therefore recommended amongst others that government should organize and provide opportunities for training and re-training programmes through seminars, workshops and conference in order to increase teachers' skills, subject knowledge and improve teachers' attitude and effectiveness.

Keywords: Assessment, Teachers' Competencies, Educational Objective, Secondary Education, Rivers State.

INTRODUCTION

The school environment has a strong positive relationship with students' ratings of their overall school satisfaction, students' self-esteem, and attainment of educational objectives. Teachers' competency enhances a teacher's ability to create an environment that is fair, understanding, and accepting of diverse students, ideas, experiences, and backgrounds. Teachers have been found to be the single most important factor influencing student achievement (Lasley, Siedentop, & Yinger, 2016). Few studies have examined the concept together applying a mixed methods research approach to identify the complex relationships between the construct and student's academic performance. A study of teacher classroom practices as they relate to student achievement is important for several

reasons. Understanding the reasons why the teacher is important will give insight to professional development planners. Identifying such factors contributing to increased student achievement is paramount in this age of accountability. The Federal of Nigeria mandates for student achievement through the various examination bodies are not going away; schools are held accountable through state-wide assessments of all students. Teachers need to be held to high standards and implement research-based best practices in their classrooms. Identifying factors contributing to student achievement is very important. Regarding leadership, the principal indirectly impacts the performance of teachers under his or her leadership as well as the climate and culture of the building (Stewart, 2018). The idea of highly qualified teachers is a good one, but compliance has not been widespread. Some states in Nigeria have set low expectations for teacher quality, and sometimes it depends on what school in which a teacher teaches in. The question which begs to be asked is what defines teacher quality? If a student is asked about a teacher who is highly qualified, they will most likely say that it is the teachers who spend extra time with them and who makes the class content clear and attainable (Lewis, 2015). Conversely, the unqualified teachers are the ones who are boring and do not connect with them. Students do not care about educational certificates or years of experience. Anobi (2016) recognizes that as true educators, teachers are always learning; and teachers need to continue to define the meaning of highly qualified, instead of doing as little as possible within the meaning of the law. As teachers, educators need to move from mere competence to excellence in practice. Kaplan and Owings (2011) found disagreement in the literature over whether traditional teacher preparation positively affected student achievement. They found that teachers who learn and practice sound pedagogical practices techniques can affect students' measured achievements and also students whose teachers had strong content knowledge and had learned to work with students who came from different cultures or special needs tested higher than one full grade over their peers.

Due to the increasing nature of poor educational attainment among senior secondary school students especially in external examinations like West African Examination Council (WAEC) or Joint Admission Matriculation Board (JAMB), many educationists tend to shift the blame on lack of fund from the government to provide quality textbooks. However, these might not be the main reasons why students perform poorly in examinations. It is clear from all indications that some secondary school teachers are not competent which might lead to poor academic performance of the students. This concept has been studied by different researchers, but has failed to address the need and importance of effective teacher's competence with regards to its effect on student's educational attainment. On this note, it behooves the researcher to assess teachers' competencies in attaining educational objectives of senior secondary education in Rivers State.

Competency in teaching refers to the ability of a teacher to exhibit on the job skills and knowledge gained as a result of training ((Danielson, 2016). These skills and knowledge prescribed in the training programme are apparently calculated by the curriculum planners to relate to be instrumental to achievement of the desired education objectives unfortunately not. Much attention has been paid to the area of teacher competencies, and so 'of all the competencies an instructor needs, probably none is neglected as that of evaluating student progresses. He went further that it is not unusual to find instructors/teachers who lack a grasp of basic principles of assessing or who lack the ability or skills necessary to produce a classroom test in evaluating students learning outcome in schools. It is therefore important to know that teachers and others associated with the classroom teaching evaluation programme should possess appreciations, knowledge and abilities such as; appreciation of the usefulness of evaluation instruments in education, the ability to construct and evaluate instruments that are capable of revealing the degree to which pupil have attained pertinent educational objectives, the ability to interpret properly the data yielded by evaluation instruments to use them in diagnosing and remedying pupil deficiencies, and to report them efficiently and accurately to the pupils, their parents and possibly the entire community and also the knowledge of the characteristics of a satisfactory evaluation instrument.

Recently, Rosenfeld (2015) on the basis of his research findings, arrived at the following six categories as important core functions of Teachers:

- i. Managing and influencing students behaviour
- ii. Clerical, administrative, and other professional functions.
- iii. Assessing, grading and recording students learning progress and evaluating instructional effectiveness.

- iv. Planning lessons, selecting materials and previewing instructional programs.
 - v. Implementing planned instructional programs using a variety of approaches.
 - vi. Identify students with individual or similar instructional needs and teaching them accordingly
- The NUC minimum Bench mark (BM) for the training of teachers in the faculty of Education of Universities in Nigeria and the goals of teachers education in the BM are not unrelated to those redefined submission but the problem is the competencies, dedication and commitment required from the educators and the students to work contentiously toward realizing these goals.
- A characteristic of a competent teacher is that the teacher encourages students to reflect on social reality and empowers them to transform the existing conditions that shape their lives. Moreover, a competent teacher is one who engages student in dialogue and manages through dialogue to achieve genuine learning because when student and teachers are engaged in shared critical dialogue, they mutually create and construct knowledge instead of passively transmitting it, since they can share their experiences, reflect upon them and finally make critical evaluation regarding the way they themselves have obtained that knowledge and those experiences.

Teachers' Qualification

Teachers' professional qualification is tied to his/her competence in instruction and management of students and materials in the classroom. First, Nigeria educational system requires that all teachers in all educational institution nationwide should be professionally trained. This is with the view of enhancing teacher's commitment to the teaching profession, hence, the national policy on education. Gray (2014) stipulated that the minimum qualification for entry into the teaching profession shall be the Nigerian Certificate of Education (NCE); it is therefore on the recognition of this fact that government setup the Teacher's Registration Council of Nigeria (TRCN) under Act 31 of 1993 to control and regulate the practice of the profession. According to the Teachers Registration Council of Nigeria, other acceptable qualifications are degrees in education B.SC. Ed, M.Ed, PH.D in education. It is emphasized that those with degrees/diplomas in non-education field must possess post graduates diploma in education (PGDE) or Technical Teachers Certificate (TTC). It is not enough to accept or describe someone as a teacher merely because a certificate is presented in support of the claims. Thus the Teacher Registration Council of Nigeria, posited that teacher trainee must be well equipped with adequate and appropriate characters, professional and academic knowledge and skills in the art of teaching. It is equally required currently that teachers should update their knowledge, skill, attitudes to enhance teaching and learning. Verspoor (2016) contended that 'the teacher is more directly related to development of the future of any nation than any member of other professions'. This makes it necessary for Nigerian teachers to see the need for greater depth and knowledge, increased skills in teaching broad knowledge of contemporary civilization, right attitude, ideal and improved characteristics and relationships. A reasonable number of unqualified teachers are in the teaching field which is a contributing factor to the low standards in our educational system and this influences the poor performances of students in our secondary schools.

Standard for Teachers' Competence in Educational Assessment

There are seven standard for teacher competence in educational assessment of his/her students. These include:

- Teachers should be skilled in choosing assessment methods appropriate for instructional decisions: Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.
- Teachers should be skilled in developing assessment methods appropriate for instructional decisions: Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment.
- The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods: It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly.

Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

- Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement: Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school, and in society generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels effectively.

- Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments: Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them.

- Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators: Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately.

- Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information: Fairness, the rights of all concerned, and professional ethical behaviour must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment.

Teachers' Experience

In the view of Ademola (2017) experienced teachers as those who have taught for many years (5 years and above) and are able to motivate students and hold their attention, know how to manage their classroom effectively and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance students learning. The definition of experience teachers hinge principally on the number of years taught, time related criteria can range from 2 years (Texas administrative code) or 3 years to 9 years or more study of K- 12 (this is equivalent of senior secondary 3 in Nigeria) teachers found out that teachers with more than five years of teaching had more positive attitude toward teaching than did less experienced teachers. Ademola (2017) found out that experienced teachers managed their classrooms more effectively than less experienced teachers. They took more control of the class than the novice teachers in establishing classroom routines and monitoring group work and less controlling and reactive in dealing with individual student behaviour. He found out that inexperience teachers in the K-12 programs were more pre-occupied with student's behaviours and reactions than with pedagogy and students outcomes. Experience teachers were more concerned with ensuring that learning was taking places and are less concerned about student's negative reactions to class activities or to the learning process. Akyel (2017) in his study compared experienced teachers with inexperience teachers and found out that, the experienced teachers considered a wider and more varied range of instructional options in response to student's cues. They welcome initiations from students (questions or comments that prompt a change in the direction or topic of lesson) because they believe that this would lead to meaningful communication in the classroom. They were less concerned with student's disturbance in class that would cause a divergence from their lesson plan. Drawing on a work by Adu and Olatundun (2007) pointed out that experience teachers tend to make sure that the following characteristics take place setting them apart from inexperience teachers:

- (1) A rich and elaborate knowledge base.
- (2) Ability to integrate and use different kinds of knowledge
- (3) Ability to make intuitive judgments based on past experiences
- (4) The desire to investigate and solve a wide range of teaching problems.
- (5) Deeper understanding of student's needs and learning.
- (6) Awareness of instructional objectives to support teaching
- (7) Better understanding and use of language learning strategies
- (8) Greater awareness of learning context.
- (9) Greater efficiency and effectiveness in lesson planning.

Teachers' Subject Knowledge

According to Eggen and Kauchak (2011) there are three dimensions under which a teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know. Adediwura and Tayo (2017) further emphasized existence of high correlation between teacher's subject knowledge and what they teach students. In line with these finding, he further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a teacher whose understanding of the subject content is thorough and uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

Teaching Skills

The teaching skills of a teacher can be measured based on the teacher's abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline. Therefore, comprehension of purpose is a very important element of lecturer competence. According to Shulman (2012) the educational purposes for engaging in teaching are to assist learners gain literacy, develop skills and values to function well in the society, equip them with opportunity to acquire and discover new information, enhance understandings of new concepts, enable students to enjoy their learning experiences, enhance learners' responsibility to become productive in the economy, contribute to the well-being of the social, economic and business community.

Moreover, the lecturer's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds. Transformations require some combination effective presentation of ideas in the form of new analogies and metaphors, instructional selections, adaptation of student materials and activities that reflect the student's characteristics of student's learning styles and tailoring of adaptations to students in classrooms. Glatthorn (2010) further emphasized that it is also imperative that teachers consider the relevant aspects of students' distinct abilities, languages, cultures, motivations and prior knowledge and skills that affect their responses to different forms of representations.

Teachers' Attitude

Research in education policy reveals that lecturer attitude refers to consistent tendency by the teacher to react in a particular way; often positively or negatively toward an academic matter (Eggen & Kauchak, 2011). Another study by Fazio and Roskes (2014) indicates that attitude possesses both cognitive and emotional components which strongly influence the manner in which a teacher thinks and responses to specific experiences. In proceeding further with the analysis, Eggen and Kauchak (2011) found that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements. There are a number of elements that constitute teachers' attitudes that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students' responsibility, effective use of lesson, constructive interaction with learners and high expectation to promote learners' motivation. Further

analysis in this study found out that these factors are associated with increase in students' academic performances.

Educational Attainment

Attainment of educational objective is how well an individual is able to demonstrate desired abilities. It also encompasses a cardinal concept in education. The centrality of this concept is derived from the goal of instruction which is to bring about desire changes in knowledge, skills and attitude of students. For example, people send their children to school in order to acquire certain competencies their preference on the attributes of interest provides an indication of the degree of efficiency of the student's educational attainment can be assessed at the main points which give rise to three types of performance assessment and these are: diagnostic, formative and summative evaluation or assessment (Bajah, 2012) The diagnostic assessment or evaluation takes place as the course commences, formative evaluation are conditions where teachers gives periodic tests for example continuous assessment exercise. While summative tests are used by classroom teachers and external examination bodies and grades are awarded. The grades of A,B,C and F. are awarded to students according to student's performance by their teachers or examiners.

Purpose of the Study: The purpose of the study was to assess teachers' competencies in attaining educational objectives of senior secondary education in Rivers State. Specifically, the study sought to:

1. Find out the extent to which teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State.
2. Investigate the extent to which teachers' subject knowledge influence attainment of educational objectives of senior secondary education in Rivers State.
3. Determine the extent to which teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State

Research Questions

The following research questions were addressed by this study:

1. To what extent does teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State?
2. To what extent does teachers' subject knowledge influence attainment of educational objectives of senior secondary education in Rivers State?
3. To what extent does teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State?

Research Hypotheses

The following research hypotheses were stated for this study and was tested at 0.05 alpha level.

Ho₁. There is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State.

Ho₂. There is no significant difference in the opinion of teachers in the three senatorial districts on the extent subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State.

Ho₃. There is no significant difference in the opinion of teachers in the three senatorial districts on the extent attitude influences attainment of educational objectives of senior secondary education in Rivers State.

METHODOLOGY

This study adopted the descriptive survey research design. The population of this study was 800 selected senior secondary school teachers. (Source: School management). A sample size of 260 was drawn using the Fluid Survey Sample Calculator. The Stratified sampling technique was adopted for this study. A structured questionnaire titled "Teachers' Competencies and Attainment of Educational Objectives" (TCAEO) with a four point rating scale was designed for the study. The instrument was validated by an expert in the field of Educational Measurement and Evaluation, while a reliability coefficient value of 0.51 was obtained using the Pearson's Product Moment Correlation. Mean and Standard Deviation was used to answer the stated research questions, while the inferential statistics of Analysis of Variance (ANOVA) was used in testing the null hypotheses at 0.05 alpha level.

RESULTS

Research Question 1: *To what extent does teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State?*

Mean of the extent to which teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State

S/N	Questionnaire Items	\bar{X}	SD	Remarks
1	The teaching skills of a teacher can be measured based on the teacher's abilities	2.71	0.90	High Extent
2	Comprehension of purpose is a very important element of lecturer competence.	3.36	0.94	Very High Extent
3	Teachers enable students to enjoy their learning experiences.	2.69	1.68	High Extent
4	Teachers enhance learners' responsibility to become productive in the economy.	2.80	1.29	High Extent
	Grand Score	2.89	1.20	High Extent

From the table above, the mean score of 2.71 and a standard deviation of 0.90 agreed to a high extent that teaching skills of a teacher can be measured based on the teacher's abilities. The mean score of 3.36 and a standard deviation of 0.94 accepts to a very high extent that comprehension of purpose is a very important element of lecturer competence, the means score of 2.69 and a standard deviation of 1.68 also agreed to a high extent that teachers enable students to enjoy their learning experiences, while the mean score of 2.80 and a standard deviation of 1.29 accepts to a high extent that teachers enhance learners' responsibility to become productive in the economy. Finally the grand mean of 2.89 and a standard deviation of 1.20 implies to high extent that teachers' skill influences attainment of educational objectives of senior secondary education in Rivers State.

Research Question 2: *To what extent does teachers' subject knowledge influence attainment of educational objectives of senior secondary education in Rivers State?*

Mean of the extent to which teachers' subject knowledge influence attainment of educational objectives of senior secondary education in Rivers State.

S/N	Questionnaire Items	\bar{X}	SD	Remarks
5	Teachers who have self-control are said to have efficiency and effectiveness in their creativity.	2.55	1.71	High Extent
6	When a teacher exhibits competency during teaching and learning, students will be positively creative and their academic performance will be modified.	3.43	1.94	Very High Extent
7	Self-control of teachers positively improve their effort and thus academically enhance attainment of educational objectives.	3.21	0.68	Very High Extent
8	Teachers' motivations and prior knowledge and skills affect their responses to different forms of representations.	3.07	1.13	Very High Extent
	Grand Score	3.07	1.37	High Extent

From the table above, the mean score of 2.55 and a standard deviation of 1.71 agreed to a high extent that teachers who have self-control are said to have efficiency and effectiveness in their creativity. The mean score of 3.43 and a standard deviation of 1.94 accepts to a very high extent that when a teacher exhibits competency during teaching and learning, students will be positively creative and their academic performance will be modified, the means score of 3.21 and a standard deviation of 0.68 also agreed to a very high extent that self-control of teachers positively improve their effort and thus academically enhance attainment of educational objectives, while the mean score of 3.07 and a standard deviation of 1.13 accepts to a very high extent that teachers' motivations and prior knowledge and skills affect their responses to different forms of representations. Finally the grand

mean of 3.07 and a standard deviation of 1.37 agreed to high extent that teachers' subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State.

Research Question 3: *To what extent does teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State?*

Mean of the extent to which teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State

S/N	Questionnaire Items	\bar{X}	SD	Remarks
9	Teachers' attitude possesses both cognitive and emotional component.	2.98	1.02	High Extent
10	Teachers' attitude influence the manner in which a teacher thinks and responses to specific experiences.	2.84	0.72	High Extent
11	Positive teachers' attitudes are fundamental to effective teaching and students' academic achievements	2.72	0.82	High Extent
12	Teachers' attitude facilitate a caring and supportive classroom environment.	2.70	1.10	High Extent
Grand Mean		2.81	0.92	High Extent

From the table above, the mean score of 2.98 and a standard deviation of 1.02 agreed to a high extent that teachers' attitude possesses both cognitive and emotional component. The mean score of 2.84 and a standard deviation of 0.72 agrees to a high extent that teachers' attitude influence the manner in which a teacher thinks and responses to specific experiences, the means score of 2.72 and a standard deviation of 0.82 also agreed to a high extent that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements, while the mean score of 2.70 and a standard deviation of 1.10 accepts to a high extent that teachers' attitude facilitate a caring and supportive classroom environment. Finally the grand mean of 2.81 and a standard deviation of 0.92 agreed to high extent that teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' skill influences attainment of educational objectives of senior secondary education in Rivers State.

Analysis of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' skill influences attainment of educational objectives of senior secondary education in Rivers State.

Sources of Variation	df	Sum of Squares	Mean Square	F	Sig.
Between Groups	2	.301.	.142	.674	.691
Within Groups	258	52.067	.216		
Total	260	52.368			

From the F- ratio distribution, the value of F 0.674 with 2 and 258 degrees of freedom at 0.05 alpha level is significant at 0.691. Thus the null hypothesis is accepted and the alternate is rejected. Therefore there is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' skill influences attainment of educational objectives of senior secondary education in Rivers State.

Hypothesis 2: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State.

Analysis of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State.

Sources of Variation	df	Sum of Squares	Mean Square	F	Sig.
Between Groups	2	.401	.431	.598	.731
Within Groups	258	49.124	.293		
Total	260	49.525			

From the F- ratio distribution, the value of F 0.598 with 2 and 258 degrees of freedom at 0.05 alpha level is significant at 0.731. Thus the null hypothesis is accepted and the alternate is rejected. Therefore there is no significant difference in the opinion of teachers in the three senatorial districts on the extent subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State.

Hypothesis 3: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' attitude influences attainment of educational objective of senior secondary education in Rivers State.

Analysis of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' attitude influence attainment of educational objectives of senior secondary education in Rivers State.

Sources of Variation	df	Sum of Squares	Mean Square	F	Sig.
Between Groups	2	.310	.303	.305	.601
Within Groups	258	18.822	.269		
Total	260	19.132			

From the F- ratio distribution, the value of F 0.305 with 2 and 258 degrees of freedom at 0.05 alpha level is significant at 0.601. Thus the null hypothesis which states that there is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' attitude influences attainment of educational objective of senior secondary education in Rivers State is therefore accepted, and the alternate is rejected.

DISCUSSION OF FINDINGS

Based on the analysis of the data it was found that there is no significant difference in the opinion of teachers in the three senatorial districts on the extent teachers' skill influence attainment of educational objectives of senior secondary education in Rivers State. Ganyaupfu (2013) supported this finding in his research where he asserted that the teaching skills of a teacher can be measured based on the teacher's abilities around comprehension and transformation of knowledge concepts to be imparted to learners. Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline. Therefore, comprehension of purpose is a very important element of lecturer competence. In the view of Shulman (2012), the educational purposes for engaging in teaching are to assist learners gain literacy, develop skills and values to function well in the society, equip them with opportunity to acquire and discover new information, enhance understandings of new concepts, enable students to enjoy their learning experiences, enhance learners' responsibility to become productive in the economy, contribute to the well-being of the social, economic and business community. Moreover, the lecturer's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds. Transformations require some combination effective presentation of ideas in the form of new analogies and metaphors, instructional selections, adaptation of student materials and activities that reflect the student's characteristics of student's learning styles and tailoring of adaptations to students in classrooms. Glatthorn (2010) further emphasized that it is also imperative that teachers consider the relevant

aspects of students' distinct abilities, languages, cultures, motivations and prior knowledge and skills that affect their responses to different forms of representations.

Also, it was found that, there is no significant difference in the opinion of teachers in the three senatorial districts on the extent subject knowledge influences attainment of educational objectives of senior secondary education in Rivers State. In the view of Eggen and Kauchak (2011), there are three dimensions under which a teachers' knowledge of subject matter can be measured; namely content knowledge, pedagogical knowledge of content and general knowledge. The implications of these dimensions are that a lecturer cannot teach what he or she does not know. Adediwura and Tayo (2017) emphasized the existence of high correlation between teacher's subject knowledge and what they teach students. In line with these finding, he further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a teacher whose understanding of the subject content is thorough and uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

Finally, it was found that there is no significant difference in the opinion of teachers in the three senatorial districts on the extent attitude influences attainment of educational objectives of senior secondary education in Rivers State. Research in education policy reveals that lecturer attitude refers to consistent tendency by the teacher to react in a particular way; often positively or negatively toward an academic matter (Eggen & Kauchak, 2011). Another study by Fazio and Roskes (2014) indicated that attitude possesses both cognitive and emotional components which strongly influence the manner in which a teacher thinks and responses to specific experiences. In proceeding further with the analysis, Eggen and Kauchak (2011) found that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements. There are a number of elements that constitute teachers' attitudes that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students' responsibility, effective use of lesson, constructive interaction with learners and high expectation to promote learners' motivation. Further analysis in this study found out that these factors are associated with increase in students' academic performances.

CONCLUSION

The study showed that years of teachers' service experience, qualifications have no impact on their level of competencies in attaining educational objectives of senior secondary education in Rivers State. But the old teachers are the worst affected as they are not ready to change from their parochial methods of assessment and evaluation as the evidence showed that they possess little or nothing on bloom approach. To achieve and attain competent educational objectives in senior secondary education in Rivers State, teachers should be well grounded and competent in the areas of items construction, item sampling and test administration. Above all teachers should be able to construct a table of specification before embarking on items construction. Finally, the opinion of teachers in the three senatorial districts do not differ on the extent subject to which skills, subject knowledge and attitude influence the attainment of educational objectives of senior secondary education in Rivers State.

RECOMMENDATIONS

From the above, the researcher recommends as follows:

1. Government should organize and provide opportunities for training and re-training programmes through seminars, workshops and conference in order to increase teachers' skills and effectiveness.
2. Teacher training institutions should inculcate into pre-service teachers a deeper professional confidence and competence for maximum teachers' subject knowledge.
3. Ministry of education, principals and other stakeholders should ensure regular monitor and supervision of teachers to keep them always at their best for good attitude, effectiveness and productivity.

REFERENCES

- Adediwura, A. A., & Tayo, B. (2017). Perception of teachers' knowledge attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational research and review*, 2(7), 165-171.
- Adunola, O. (2017). *An analysis of the relationship between class size and academic performance of students*. Ogun State: Ego Booster Books.
- Adu, E.O., & Olatundun, S.O. (2007). Teachers' perception of teaching as correlates of students' academic performance in Oyo state, Nigeria. *Essays in Education*, 20, 57 – 63.
- Akiri, A. A. (2017). Teachers' effectiveness and students' performance in public secondary schools in Delta State, Nigeria, *Study home community science*, 3(2), 107-113.
- Anobi, E. (2016). *The effect of socio-economic background, gender and school type on the achieving of female students in introductory technology*. Kenya: Academy science publishers.
- Bajah, N. (2012). *Preparing for promotion, tenure and annual review: A faculty guide* (2nd ed) Bolton, M.A: Anker
- Danielson, U. (2016). Successful schools: From research to action plans; *A Journal presented at June 2005 model schools conference*, 6 (2), 34-37.
- Eggen, P., & Kauchak, D. (2011). *Strategies for teachers: Teaching content and thinking skills*. 4th Ed. Needham Heights: M.A. Allyn and Bacon.
- Fazio, R. H., & Roskes, D. (2014). *Acting as we feel: When and how attitudes guide behaviour*. Boston: Allyn & Bacon.
- Ganyaupfu, E.M. (2013). Factors influencing academic achievement in quantitative courses among business students of private higher education institutions. *Journal of education and practice*, 4(15), 57-65.
- Glatthorn, A. A. (2010). *Supervisory leadership*. New York: Harper Collins.
- Gray, J. (2014). School effectiveness and the other outcomes of secondary schooling: A reassessment. *Improving schools*, 7,185-198.
- Kaplan, D.S., & Owings, H. (20011). Influence of parents' self-feelings and expectations on children's academic performance. *Journal of educational research*, 94 (6), 360-370.
- Lasley, A., Siedentop, O., & Yinger, B. (2016). Influence of teachers' competence on students' academic performance in senior secondary school chemistry, *Educational journal*, 8, 61-69.
- Lewis, G. (2015). Teaching styles and learners' achievement in Kiswahili language in secondary schools, *International journal of academic research in progressive education and development*, 1(3),62-87.
- Rosenberg, M. L. (2015). *Statement on school violence: The public health approach to violence prevention*. Retrieved from <http://www.hhs.gov/asl/testify/t990311a.html>.
- Shulman, L. (2012). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. *Journal of curriculum studies*; 28, 393-396.
- Stewart, O. (2018). Secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra State, Nigeria. *Journal of education and practice*, 4 (2), 171-182.
- Verspoor, A. (2016). *Conditions and factors of effective schools in Africa*; Paper presented at the ADEA Biennale on Education in Africa, Libreville, Gabon, March 27-31, 2006.