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# Dimension of Teachers' Professional Skills As Predictor of Students' Academic Performance in Senior Secondary Schools in FCT Abuja

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**Abstract:** This study investigated the dimension of teachers' professional skills as predictor of students' academic performance in public secondary schools in FCT Abuja. Specifically, the study examined how teachers' compliance with skills correlates with students' academic performance. The study was guided by two research questions and one null hypothesis. The descriptive and expo factor research design was adopted for the study, with a sample consisting of 44 teachers from 88 public secondary schools in FCT Abuja.. The samples were chosen following a multistage sampling technique. Two instruments were used to collect data for this study: the Teachers Compliance with Professional Skills Questionnaire (TCPSQ) and the Students Academic Performance Proforma (SAPP). The face and content validity of the instrument were ascertained. The instrument was subjected to a trial test, and a reliability coefficient of 0.88 was obtained for TCPSQ using the Cronbach Alpha. Mean and standard deviation were used to answer the research questions, while linear Regression Analysis was used to test the hypotheses at a 0.05 level of significance. The findings revealed a significant positive relationship between teachers' professional skills and students' academic performance. The study recommended, among others, that principals should collaborate with other professional bodies to organize intensive and regular seminars and workshops for the capacity development of teachers to enhance professional skills and quality teaching and learning processes in secondary schools.

**Keywords:** Professional skills, Teacher, Students' Academic Performance



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## Introduction

Education is a cornerstone of societal development, serving as a catalyst for economic growth, social mobility, and individual empowerment. In this era of globalization and technological advancement, education plays a crucial role in human capital development, enhancing the quality of life and increasing productivity. As such, education is expected to be of high quality in order to produce sound and quality products that can contribute to the growth of the national economy. The quality of education in a nation can be determined by the quality of its teachers. The quality of teaching has a profound impact on students' academic performance, shaping their ability to understand concepts, apply knowledge, and develop critical thinking skills. Consequently, teachers need to acquire specific skills to improve their effectiveness. A teacher is therefore viewed as a trained individual who uses his knowledge, skills, and experience to erupt behavioural change in the learners [1]. Teachers play an important role in ensuring quality education

delivery. A good teacher must exhibit the required teaching skills and accommodate students' social and emotional needs. A variety of skills are needed by teachers for good teaching in a classroom setting. Accordingly, Mbua, Mba, and Uche (2024) emphasized that in the dynamic educational landscape, teachers must acquire contemporary skills to meet the rapidly evolving demands of education, particularly in the areas of information and communication technologies (ICT) and other critical competencies. Therefore, to achieve the desired academic outcomes, the expertise of educators with respect to teachers' proficiency in practical skills plays a fundamental role [2].

Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom during the teaching and learning process. According to Adediwura and Tayo (2018), teachers' pedagogical skills refer to the teaching skills teachers use and the activities these skills generate to enable students to learn specialized knowledge and skills related to different subject areas. Effective teaching entails good teaching skills such as good communication, good classroom management, enthusiasm, motivation, and commitment [3]. Corroborating this, Engida (2024) asserted that teachers' pedagogical skill refers to the ensemble of classroom practices a teacher deploys: lesson planning and sequencing, classroom management, formative assessment, differentiation, use of instructional materials, and the capacity to enact curriculum goals in ways that make subject matter accessible and engaging. Accordingly, Bakari, Midila, and Barau (2025) highlighted that pedagogical skills consists primarily of knowledge about the classroom, assessment, and methods for the motivation of students, personal knowledge about particular students and their families, and socio-interactional skills. From this, we can infer that not everyone in the classroom today possesses the needed pedagogical skills to influence student learning and, by extension, their academic performance [4].

Teachers' professional skills encompass a broad spectrum of teaching strategies, classroom management techniques, communication abilities, and assessment methods that facilitate effective knowledge transfer and student engagement. Sarkim (2020) opines that teachers with proficient pedagogical skills recognize the diverse backgrounds, interests, and learning styles of their students. Sarkin further maintained that, with a deep understanding of professional skills, they are able to customize their teaching approaches to meet the needs of all students, thereby ensuring equitable access to high-quality education for everyone. Ultimately, the professional skills of educators are crucial in preparing students for the demands of the modern workforce and society [5]. Educators possessing robust professional skills provide students with specialized knowledge and skills pertinent to their disciplines, while simultaneously nurturing vital competencies such as critical thinking, collaboration, and adaptability. This approach empowers students to succeed in a progressively intricate and interconnected world. Fraser (2017) asserts that educators who possess robust professional skills are adept at bridging the gap between abstract concepts and the lived experiences of students. They are skilled in presenting complex ideas in accessible ways, thereby fostering a profound understanding of fundamental educational principles [6].

The conceptualizations of teachers' competence in pedagogical skills are linked with visions of professionalism, among others. And teacher professionalism includes extensive pedagogical content knowledge, better problem-solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students. Teachers' Professional Standards (TPS) is a document that clearly and precisely defines what a professional teacher must know and put into practice and the core values, ideals, and conduct that a professional teacher must exhibit. It refers to a minimum set of knowledge, skills, values, attitudes, conduct, rights, privileges, and obligations expected of a professional teacher (Madu, 2026). Teachers' professional skills encompass planning, resourcefulness, teaching and communication, evaluation of learners' performance, reporting, record keeping, program monitoring and evaluation, health, safety and human rights, learning environment, and teamwork and collaboration. According to Akinsola in Madu (2026), Teachers good knowledge and practice of the professional standards is believed to reflect and improve how beliefs and attitudes are displayed by teachers actions in and out of classroom and these invariably improve students' academic performance, as teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others [7].

Given the dynamic nature of education, pedagogical strategies must evolve to meet the changing

needs of learners, especially in public secondary schools where students come from diverse backgrounds with varying levels of preparedness for academic work (Edu, 2025). Moreover, involving students in authentic cognitive activities through practical experiments, inquiry-driven learning, and the integration of real-life examples allows educators with a strong foundation in pedagogical skills to foster curiosity and a passion for discovery among learners [8]. A thorough understanding of teachers' professional skills is vital for formulating informed pedagogical strategies that empower educators to create engaging and effective learning experiences, thereby laying a solid foundation for the sustained learning and future academic success of students. Williard et-al in Madu (2026) complained that poor teacher quality is one of the significant factors responsible for the consistently poor performance of secondary school students in public examinations in the country. Agyeman in Mkpanang and UtibeAbasi (2018) highlighted that a teacher without good academic and professional teaching qualification would undoubtedly have a negative influence in the teaching/learning of his/her student, as a lack of teachers' effective professional skills often results in disengagement, poor comprehension, and lower academic performance [9].

Academic performance is a key measure in educational contexts, used to assess the effectiveness of both students and educational institutions. It encompasses skills, knowledge, and insights gained through study, both within and beyond the classroom. Similarly, Al-Seghayer (2021) described academic performance as the measurable achievements of students in their educational pursuits, often assessed through grades, test scores, or other academic indicators. It is the demonstration of knowledge, skills, and competencies acquired by students during their academic journey, reflecting their understanding and application of the curriculum. Therefore, students' performance is reflected in scores or grades on performance tests, viewing it as the attainment of specific goals. These goals can be tangible, such as earning a degree or winning a competition, or intangible, like personal development or career progress. Madu (2026) opined that academic performance is not only a measure of students' knowledge but also an indicator of their readiness to apply learned concepts in real-life situations. Understanding students' academic performance is essential for identifying areas of strength and areas requiring improvement, guiding educational policies, and enhancing teaching strategies to foster better educational outcomes. In enhancing students' academic performance, teachers are indispensable because they facilitate the learning process, and are the implementers of the curriculum, and, as such, cannot be compromised. Teachers utilize diverse teaching styles and techniques to aid learners in enhancing their academic performance [10].

The current educational setting is significantly more diverse than its conventional indication. As such, memorizing information and teacher-centered lectures are no longer the norm. Hence, the educational landscape has entered a new phase driven by technology, collaboration, and an importance on preparing students for the constantly changing needs of today's world. It examines the core of these modern teaching techniques, investigating the creative methods and advanced attitudes that are molding the future of education. A well-trained teacher with strong pedagogical skills can make a substantial difference in students' academic achievements. Teaching strategies such as differentiated instruction, collaborative learning, and technology integration have been shown to enhance student engagement and comprehension. However, issues such as inadequate professional development, resistance to change, and varying levels of access to technology can hinder the effective acquisition and application of these skills. Addressing these challenges requires ongoing support, training, and resources to ensure teachers are well-equipped to meet the demands of modern education [11].

However, in public senior secondary schools in FCT Abuja, where the educational landscape presents distinct obstacles affecting teaching and learning experiences, the effectiveness of pedagogical skills has become a subject of growing concern as stakeholders seek to improve educational outcomes in the face of increasing academic challenges. The education system, particularly in FCT Abuja, has witnessed significant transformations over the years. Despite these changes, many students in public schools struggle to achieve satisfactory results in national and regional examinations, raising questions about the effectiveness of instructional methodologies [12]. Nwankwo in Edu (2025) reported that public schools often face challenges such as inadequate resources, overcrowded classrooms, and limited professional development opportunities for teachers, all of which can impact the implementation of effective pedagogical practices. The efficiency of every educational institution depends on the academic competence,

availability, and use of the teaching personnel. Hence, the presence and engagement of teachers are crucial in determining pupils' academic success. Understanding the impact of professional skills on students' academic performance is, therefore, essential for developing targeted interventions that can improve the quality of education in public schools. Evidence suggests that when teachers exhibit positive behaviors, such as enthusiasm, empathy, and competence, students are more likely to be engaged and perform better academically. Conversely, teachers with poor professional skills may negatively affect student motivation and performance. However, the extent to which teachers' professional skills affect students' outcomes remains insufficiently explored in the Federal Capital Territory (FCT), Abuja [13].

#### Statement of the problem

The academic performance of students in secondary schools is influenced by various factors, among which teacher professional skills play a significant role. In FCT Abuja, there is a growing concern about the declining academic performance of students in public examinations. While several factors may contribute to this trend. Hence, some scholars attribute poor performance to inadequate infrastructure and socioeconomic factors; the role of teachers' pedagogical skills remains under explored in this context. Despite the importance of teachers in shaping students' learning outcomes, there is limited empirical evidence on how teacher-related factors impact academic performance in FCT Abuja. This gap in knowledge hinders the development of targeted interventions to improve educational quality in the area. Therefore, this study seeks to investigate the relationship between teacher professional skills and students' academic performance in secondary schools in FCT Abuja with the aim of providing insights that can inform policy and practice [14].

#### Purpose of the Study

The main purpose of this study was to examine the level of teachers' compliance with professional skills influenced students' academic performance in senior secondary schools in FCT, Abuja. Specifically, the study intends to:

- i. find out the level of teachers' compliance with professional skills in public senior secondary schools in FCT, Abuja.
- ii. ascertain the trend in student academic performance from the 2020 to 2024 academic session in public senior secondary schools in FCT, Abuja

#### Research Questions

The following research questions were raised to guide the study:

1. To what level do teachers comply with professional skills in senior secondary schools in FCT Abuja?
2. What is the trend in students' academic performance from the 2020 to 2024 academic sessions in senior secondary schools in FCT Abuja?

#### Hypotheses

H01: There is no significant relationship between the level of teachers' compliance with professional skills and students' academic performance in senior secondary schools in FCT Abuja.

#### Teachers' Professional Skills

Teachers' professional skills, according to Adediwura and Tayo (2018), refer to the teaching skills teachers use and the activities these skills generate to enable students to learn specialized knowledge and skills related to different subject areas. They maintained that teachers' pedagogical skills enable classroom teachers to have a good and thorough understanding of the subject they teach and appreciate how the knowledge gained over time in their subject areas can be created, organized, and linked to other areas of knowledge [15]. Furthermore, pedagogical skills make teachers aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance in addition to understanding and solving the possible difficulties likely to arise in the classroom, and modify their practice accordingly. Bakari, Midila, and Barau (2025) define pedagogical skills as consisting primarily of knowledge about the classroom, assessment, and methods for the motivation of students, personal knowledge about particular students and their families, and socio-

interactional skills. Teachers' professional skills are one of the professional standards expected of Nigerian teachers. Teachers' professional skills embody planning skills, Resourcefulness, Teaching and communication, Evaluation of learners' performance, Reporting, Record keeping, programme monitoring and evaluation, Health, safety and Human Rights, Learning Environment, Team Work and Collaboration. Corroborating this, Adediwura and Tayo (2018) highlighted that the required skills for effective teaching areas follows: Preparation for instruction (Organizational skills); Motivation (Communication skills); Presentation of the learning task (Focus skill); Inducement of the trial response (Feedback skill); Correction of the trial response (Questioning skill); Fixation of response (Closure skill); and Test response (Evaluation skill). They maintain that even though the enumerated skills are interdependent, one is as effective alone as it is when combined with others. Furthermore, Amadi-Ali (2025) emphasised that pedagogical skills such as classroom management, lesson planning, assessment literacy, and the ability to implement curriculum content in a pedagogically sound manner significantly shape the learning environment and influence how students engage with material. Therefore, there is no doubt whatsoever that a teacher with the right skills for teaching should be able to manage their time and classroom effectively and efficiently using the appropriate teaching techniques [16].

#### Students' Academic Performance

Students' academic performance is a critical aspect of the educational process that reflects the effectiveness of teaching, curriculum implementation, and the overall educational environment. Students' academic performance is the outcome of the education acquired. According to Nwankwo and Adebayo (2024), students' academic performance reflects the extent to which students achieve their educational goals, which is often measured through standardized tests, classroom assessments, and other evaluative tools. It is influenced by various factors, including students' cognitive abilities, motivation, socio-economic background, and the quality of instruction provided by teachers. Madu (2026) emphasized that academic performance is said to be the accomplishment of students' achievement measured against predetermined educational standards and goals, which is shown in the grades and marks obtained by students in tests and examinations. The purpose of academic performance is to achieve an educational goal through learning. Further to this, Teller in Warah, Musa & Ibrahim (2020) asserts that student academic performance refers to the academic achievement outcome that signifies the degree to which the learner has attained specific goals that were the center of activity in an instructional situation, eg, university, colleges, and schools [17]. Teller maintained that academic performance is very broad in the sense that it covers a variety of educational outcomes. Students' academic performance is a crucial indicator of educational success, reflecting the extent to which students achieve their learning objectives across cognitive, affective, and psychomotor domains. It serves as a measure of how effectively schools fulfil their mission of equipping learners with the knowledge, skills, and attitudes needed for personal and societal development. Academic performance is influenced by various factors, including the quality of instruction, resource availability, student motivation and the overall school environment. An unsatisfactory academic performance is below the expected performance. Sometimes, it can be related to teaching methods and the quality of teachers. The importance of academic performance lies in its capacity to provide insights into students' learning progress and to guide policies and interventions aimed at improving educational outcomes [18].

Studies have investigated the relationship between teachers' professional skills and students' academic performance. For instance, Edu, (2025) examined the impact of teachers' pedagogical skills specifically teaching strategies and classroom management on students' academic performance in public senior secondary schools in Port Harcourt Metropolis, Rivers State, and concluded that teachers who effectively apply pedagogical strategies, including instructional planning, delivery, and student engagement techniques, tend to foster better academic outcomes among students. Additionally, teachers with well-developed pedagogical skills contribute to improved student comprehension, motivation, and performance, particularly in the early years of their teaching careers. This reinforces the importance of continuous professional development for educators to enhance their instructional methods and adaptability in the classroom. Bakari, Midila, and Barau (2025) conducted a study on teachers' pedagogical skills as predictors of students' academic achievement in senior secondary school chemistry in Adamawa State, Nigeria, and revealed that teachers' pedagogical skills and mastery of subject matter significantly predict

students' academic performance in Chemistry. Khalid, Hashmi, and Javed (2021) study on the effect of teachers' advanced knowledge and pedagogical skills on students' academic performance in Pakistan, and revealed that teachers' advanced knowledge is non-significant, and teachers' pedagogical skills have a statistically significant effect on students' academic performance [19].

## Methodology

In this study, two research questions were raised, while one null hypothesis was formulated to guide and test the study. A descriptive survey and ex-post facto research design were adopted. The study used a sample of 44 out of 88 public senior secondary schools in FCT Abuja, which was 50% of the population. A total of 382 out of 78943 were used as the sample for the study using Krejcie and Morgan's (1970) sample size table. The method of selection was through a simple random sampling technique. Also, the study used 31628 out of 78855 records of students who sat for the West African Senior Secondary Certificate Examination (WASSCE) in five subjects, including English Language and Mathematics, from 2020 to 2024. The data for the study were gathered through copies of the questionnaire, and the Students' Academic Performance Proforma (SAPP) was used to harvest WAEC results of public senior secondary school students in FCT Abuja, from 2020 to 2024 at the ordinary level. The questionnaire tagged "Teachers Compliance with Professional Skills Questionnaire" (TCPSQ) was used in the study. The TCPSQ contained 10 question items, and it was administered to the principals. The respondents were required to answer the items on a 4 point Likert rating scale, ranging from 4 to 1 as follows: To a High Extent is 4 points, Moderate Extent is 3 points, Low Extent is 2 points, and Very Low Extent is 1 point. The respondents were required to tick against the rating that reflects their opinion about the level of teachers' compliance with professional skills in public senior secondary schools. The questionnaire was pilot tested, and a reliability coefficient of 0.88 was obtained.

Furthermore, mean and standard deviation were used to answer the research questions, while linear regression analysis was used to test the hypothesis at 0.05 significance level. The decision rule for the results of data analysis was that a mean score of 2.50 or above was considered a positive response (High Level) and less than 2.50 was considered a negative response (Low Level). In addition, the calculated probability (p-value) that was greater than the significant level of 0.05 was considered acceptable, while the p-value that was less than the significant level of 0.05 was considered not acceptable.

## Result and Discussion

### Results

**Research Question 1:** To what level do teachers comply with professional skills in senior secondary schools in FCT Abuja?

**Table 1. Analysis of the extent of Teachers' Compliance with Professional Skills in Senior Secondary Schools in FCT Abuja**

S/N	Statement	Mean	Std. Dev	Decision
	The Teachers;			
1	play active role in planning of teaching and learning goals.	3.1	0.90	High Level
2	demonstrate excellent skill in student grouping	3.3	0.85	High Level
3	have excellent skill in effective communication	3.0	0.98	High Level
4	use interactive teaching strategies, such as group discussions and problem-solving activities	2.7	1.01	High Level
5	apply several effective teaching methods to actively	2.8	0.98	High

	engage students to create a more stimulating learning environment,			Level
6	give assistance to students identified by assessments to be deficient to enable them excels as other students.	2.6	1.06	High Level
7	effective in students assessment and give timely feedback to parents guardians and other stakeholders	2.8	1.02	High Level
8	incorporate instructional materials such as visual aids and digital resources in delivering of lessons	2.75	1.05	High Level
9	ensure that records of students' performance are maintained in acceptable formats, storage and retrieval systems.	2.8	1.01	High Level
10	sustain exciting learning environment based on excellent classroom management and leadership skills.	3.0	0.93	High Level
	<b>Sectional Mean</b>	<b>2.88</b>	<b>0.97</b>	<b>High Level</b>

Data presented on Table 1 showed that all the items (1-10) describe the level of teachers' compliance to professional skills in public senior secondary schools in FCT Abuja. The sectional mean of 2.88, which is greater than the critical point, shows that the level of teachers' compliance with professional skills in senior secondary schools in North Central, Nigeria, was high.

**Research Question 2:** What is the trend in student academic performance from 2020 to the 2024 academic session in senior secondary schools in FCT Abuja?

**Table 2. Analysis of the Trend in Students' Academic Performance in Public Senior Secondary Schools in FCT Abuja from 2020-2024**

S/N	Year	No of Candidates	4	3	2	1	Mean	Std. Dev	Decision
1	2019/2020	5617	2592	2319	485	221	3.30	0.78	Good Performance
2	2020/2021	7024	5984	696	10	334	3.75	0.68	Very Good Performance
3	2021/2022	5371	3602	1682	84	3	3.65	0.51	Very Good Performance
4	2022/2023	6603	3284	2762	146	412	3.35	0.80	Good Performance
5	2023/2024	7017	4863	1760	127	263	3.60	0.70	Very Good Performance
		<b>31628</b>	<b>20325</b>	<b>9218</b>	<b>852</b>	<b>1233</b>			
	<b>Trend (%)</b>		<b>64%</b>	<b>29%</b>	<b>3%</b>	<b>4%</b>			
	<b>Sectional Mean</b>						<b>3.53</b>	<b>0.69</b>	<b>High Performance</b>

Source: FCT Education Resource Centre: SSCE Result from selected schools (2020 -2024)

**Key:** 4 = 5 credits including English Language and Mathematics -Very good performance  
 3 = 5 credits with either English Language or Mathematics -Good performance  
 2 = 5 credits with neither Mathematics nor English Language.-Poor performance  
 1= Less than 5 credits. - Very poor performance

Table 2 showed the academic performance of students in SSCE between 2020 and 2024 in 44 selected public senior secondary schools in FCT Abuja. From the table, the overall performance levels show that 64% of students had five credits and above, including English Language and Mathematics, and 29% had five credits and above with either English or Mathematics. Also, 3% had five credits with no English and

Mathematics, while 4% had less than five credits. Also, details of the data analysis indicated that the students had the highest performance in the 2020/2021 academic session with a mean score of 3.70 and the lowest performance in 2019/2020 with a mean score of 3.30. The sectional mean of 3.53, which is greater than the 2.5 critical point, shows that students in public senior secondary schools in FCT Abuja have high academic performance from 2020 to 2024 academic sessions [20].

Test of Hypotheses

**Table 3. Relationship between the Level of Teachers' Compliance with Professional Skills and Students' Academic Performance in Senior Secondary Schools in FCT Abuja**

Variables	N	Mean	SD	r	r <sup>2</sup>	Sig@0.05	Decision
Professional Skills Compliance	44	2.88	0.97	0.863	0.745	0.000	Significant
Students' Academic Performance	<b>31628</b>	3.53	0.69				Rejected

The results in Table 3 showed the significance of the relationship between the level of teachers' compliance with professional skills and students' academic performance. With the probability value ( $p=0.000$ , which is less than the 0.05 level of significance), the hypothesis was rejected. In other words, there was a very strong positive correlation (0.863) between the level of teachers' compliance with professional skills and students' academic performance in senior secondary schools in FTC, Abuja. The  $r^2$  value of 0.745 shows that only 74.5% of the variance in students' academic performance in senior secondary schools in FCT, Abuja, can be explained on the basis of the level of teachers' compliance with professional skills in senior secondary schools in FCT, Abuja. It is thus established that there was a significant relationship between the level of teachers' compliance with professional skills and students' academic performance in senior secondary schools in FCT, Abuja [21].

### Discussion of the findings

This research work examined the dimension of teachers' professional skills as a predictor of students' academic performance in senior secondary schools in FCT Abuja, and made the following findings, as it is discussed:

Research question one sought to find out the level of teachers' compliance with professional skills in senior secondary schools in FCT Abuja. The result showed that the level of teachers' compliance with professional skills in senior secondary schools in FCT Abuja was high. The findings corroborate the results of the study by Amie-Ogan & Etuk (2020) and Adam & Nuhu (2025), which showed that teachers' professional skills, such as subject-matter expertise, instructional delivery, and classroom management, significantly influence students' academic performance [22]. They maintained that teachers with a deep understanding of their subject matter were able to present lessons more effectively, making complex topics easier for students to understand. Moreover, the study highlighted the importance of using diverse teaching methods tailored to students' needs. Teachers who employed interactive and student-centered methods were able to enhance students' understanding and retention of knowledge. In addition, regular feedback from teachers positively influenced students' academic outcomes. Perhaps feedback helps students understand their progress, identify areas for improvement, and stay motivated. This finding corroborates the observation of Adediwura and Tayo (2018), who claimed that variables related to teaching skills, such as clarity of expression, variability, criticism, questioning, etc, are significantly related to students' academic performance. This aligns with the notion that a supportive educational environment, facilitated by teachers with effective pedagogical skills, contributes to improved academic outcomes [23].

The findings from the hypothesis revealed that there was a significant relationship between teachers' compliance with professional skills and student academic performance in public senior secondary schools in FCT Abuja. The results align with several studies that emphasize the significant role of teachers' professional skills in influencing students' academic performance. For instance, the studies of Khalid, Hashmi & Javed (2021) and Bakari, Midila & Barau (2025) revealed that to a high extent, teachers' pedagogical skills influence students' academic performance in public senior secondary schools. The alignment suggests that teacher characteristics universally influence learning outcomes across different educational contexts [24]. Similarly, findings in the study of Edu (2025) add to the growing body of evidence that teachers who effectively apply pedagogical strategies, including instructional planning, delivery, and

student engagement techniques, tend to foster better academic outcomes among students. Additionally, teachers with well-developed pedagogical skills contribute to improved student comprehension, motivation, and performance, particularly in the early years of their teaching careers. This reinforces the importance of continuous professional development for educators to enhance their instructional methods and adaptability in the classroom [25].

However, while most findings align with the existing body of research, the results are at variance with the studies by Kosgei et-al in Adam & Nuhu (2025), who found no significant relationship between teachers' skills and student performance, suggesting that other factors (e.g., school infrastructure, parental involvement) might have more influence in enhancing students' performance. Also, Idin (2018) reported an insignificant effect of teacher skills on students' academic performance. Hence, highlighted context-specific factors such as differences in curricula, teaching methods, or regional disparities. Moreover, the discrepancies might be attributed to contextual differences in the educational systems, cultural values, or socioeconomic conditions where these studies were conducted. For example, in environments where resources are scarce, external factors like infrastructure or parental support may overshadow the impact of teachers' skills [26].

## Conclusion

Based on the findings of the study, it was concluded that the level of teachers' compliance with professional skills was high, which has an immense contribution to students' high academic performance in senior secondary schools FTC Abuja. However, teachers professional skills have strong positive relationship with students academic performance in senior secondary schools FCT Abuja.

### Recommendations

Based on the findings of the study, it was recommended, among other things, that

1. Teachers professional skills had been shown to predict students' academic performance. Therefore, the Government should emphasize training and re-training of teachers in her programmes to keep teachers abreast with modern teaching methodologies to enhance students' academic performance
2. School leadership should foster an environment that encourages innovation, creativity, and collaboration among teachers, providing support for experimentation with new teaching methodologies
3. Principals should collaborate with other professional bodies to organize intensive and regular seminars and workshops for the capacity development of teachers to enhance professional skills and quality teaching and learning processes in secondary school.

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