

# Assessment of Non-Professional Teachers' Competencies for Quality Education Delivery in Junior Secondary Schools in Rivers State, Nigeria

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**Abstract:** *This study assessed non-professional teachers' competencies for quality education delivery in junior secondary schools in Rivers State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a descriptive research design. The population of the study comprised all the 322 principals in the 322 public junior secondary schools in Rivers State. Out of these 322 principals, 217 are males while 105 are females. A sample of 200 principals (120 males and 80 females), representing 62% of the population was drawn using both the simple random sampling and stratified random sampling techniques. This was determined by the Taro Yamane Formula which gave a minimum sample size of 36 principals. The instrument for data collection was a self-designed 16-item questionnaire tagged: "Assessment of Non-professional Teachers' Competencies for Quality Education Delivery Questionnaire (ANTCQEDQ)." The questionnaire was structured after the four-point modified Likert rating scale, and was duly validated by three experts. The reliability of the instrument was tested using the Cronbach's Alpha statistics, and the coefficients of 0.78 and 0.83 were obtained for the two clusters respectively. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed, among others, that non-professional teachers in public junior secondary schools in Rivers State have competencies in classroom management and subject matter expertise needed for quality education delivery. Based on the findings, it was recommended, among others, that principals should constantly supervise the non-professional teachers and conduct in-service training to ensure improvement on their classroom management competencies.*

**Keywords:** *assessment, non-professional, teachers, competencies, quality and education.*

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## Introduction

The quality of any educational system depends to a very large extent on the quality of teachers because one cannot give what he or she does not have. Teachers are the most important factor in determining the quality of education that children receive in the education system. The quality of teachers who are adequately equipped with educational background determines the quality education delivery the knowledge-based society expects. Corroborating with this assertion, the Federal Republic of Nigeria (2013) stipulated in the National Policy on Education that no education system can rise above the quality of its teachers. Teachers are one of the most important inputs in the education system. They are the catalysts and implementers of the curriculum in the classroom. The quality of a teacher, which is determined in his or her competencies in the classroom, is a prerequisite to achieving the educational goals and objectives. Assessing their

competencies from time to time, will go a long way to determining the quality of knowledge and skills they impart to the students.

Quality education is the education that has high standard, relevance, and also meets the needs and aspirations of the society. World Organization of Standardization (1994, as cited in Asiyai, 2013) defined quality as the totality of features and characteristics of a product of services that have the ability to satisfy stated needs. Thus, quality could be said to have the attribute of worth and acceptance. Akpan and Ita (2015) defined quality education as the education that produces a well-educated wholesome individual that is intellectually, morally, physically, emotionally and socially developed. Quality education is expected to empower the learners with relevant skills, knowledge, ideas, values and attitudes needed for them to make informed decisions, respond positively to their environments and become self-reliant. It is pertinent to note that what students learn, retain and practise after leaving school, have direct impact on the nation's development. In other words, the quality of education received by the citizens determines the level of development of any nation. Teachers play vital roles in ensuring quality education delivery. Thus, quality education should be the type of education that inculcates in the learners dignity of labour, respect, ethical values, religious tolerance, self-reliance, political stability, security, quality leadership and peaceful co-existence.

Quality is essential for effective teaching and learning. Knowledge, skills, attitudes and commitment of teachers, as well as the quality of school leadership are the most important factors in achieving high quality educational delivery. Obemeata (1995, as cited in Olorunsola, 2014) asserted that quality education is often linked with indicators such as: quality teachers, improved curriculum, good delivery, quality infrastructure, conducive learning environments, provision of adequate learning materials, training and re-training of teachers, improved teacher-student ratio, parental involvement, improved monitoring and quality outputs, among others. Obanya (2014) corroborated with these aforementioned indicators and stressed that to ensure qualitative or high standard of education delivery, the teaching force must be qualitatively adequate, well educated, competent, professionally prepared, pedagogically skilled and well motivated. However, if all these indicators are put in place without qualified professional teachers, the magnificent buildings and modernized learning equipment will turn into monuments.

Secondary education is the education children receive after primary education and before the tertiary stage. It is very essential because it is a bridge between the primary education and the high education. The broad goals of secondary education are to prepare the individual for useful living within the society and higher education. These goals can only be achieved with experienced and competent teachers who deliver instructions in the classrooms. In other words, secondary schools are expected to train individuals to read, write and be numerically literate. Junior secondary education in Nigeria is under the Universal Basic Education (UBE), and it is compulsory for every Nigerian child. It is the education students acquire as soon as they complete the six years of primary education. Its duration is three years, which make up the 9-year duration (6 years of primary education and 3 years of junior secondary education). It is an integral part of education that makes up the 9-3-4 system of education in Nigeria. It is expected to offer both academic and pre-vocational subjects. Thus, junior secondary education is expected to teach basic subjects which will enable the students to acquire further knowledge and skills after the primary education. However, this cannot be achieved without the teachers, who are the implementers of the educational goals and objectives.

Teaching is a legally recognized profession in Nigeria. It is in this regard that the Federal Republic of Nigeria established the Teachers Registration Council of Nigeria (TRCN) to control and regulate the practice of the profession. A professional teacher is one who underwent a teacher education or professional teacher training programmes from educational institutions that expose him or her to teaching pedagogies. Professional teachers obtain professional trainings that give them professional knowledge, skills, techniques and attitudes that are quite different from the general education. The training a teacher acquires in an educational institution gives him/her professional knowledge and skills to be employed in the education sector for teaching. Professional teachers are also known as trained teachers. Non-professional teachers on the other hand, are regarded as untrained teachers, who have the knowledge, but lack the teaching skills and pedagogies to impart their knowledge to the learners. They neither have a professional certificate nor an educational background before they are recruited into the education industry to teach. Non-professional teachers obtain their degrees from tertiary institutions such as universities, polytechnics, monotechnics, but not from faculties of education or educational institutions. However, TRCN Act (2012) advocated that teaching, just like other professions requires that only those who are adequately prepared, certified and regulated should be entrusted with the teaching-learning process. Despite the fact that teaching professionalism is being emphasized, Ollor (2023) observed that untrained teachers are being recruited into the education system to deliver the instructional processes due to the high rate of unemployment situation in Nigeria.

Assessment is the act of taking a critical look at something by evaluating it to determine its worth or relevance. Assessment is at the center of all educational operations, and an integral part of all education teaching and learning processes. Black and William (1998, as cited in Osadebe and Uvietesivwi, 2018) defined assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including home work and tests. It is important to constantly assess instructional delivery in the education system from time to time in order to ascertain if the curriculum is being implemented by the teachers accordingly. Teachers' competencies should be constantly assessed with the changes and innovations in education. Assessment involves two major types of activities: collecting information about how much knowledge and skill a person has (measurement), and making judgments about the adequacy or acceptability of a subject matter (evaluation). To determine the competencies of non-professional teachers, who are recruited into the education sector, it becomes necessary to evaluate or assess their performance, and guide them on best to carry out their roles effectively.

Determining the competencies of these untrained or non-professional teachers in the junior secondary education will help in ascertaining the quality of instructions they provide to the students. Teachers' professional competencies are very important factors that determine teachers' task performances in the education system. This is because professional competencies of the teachers will determine the quality of education delivery that learners receive. Competencies entail the ability or skills that are required to perform tasks efficiently. Armstrong (2012) defined competencies as knowledge and skills people must possess in order to carry out their roles in organizations effectively. Thus, competencies of a teacher can be viewed as the ability to innovate, create, encourage a favourable atmosphere in the classroom, promote socio-cultural diversity, engage students actively in the teaching-learning process, apply and facilitate knowledge effectively

among the students. Thus, both professional and non-professional teachers are expected to acquire a set of skills and competencies that will enable them to carry out the teaching-learning process efficiently and effectively. According to Kulshrestha and Pandey (2013), variables recognised as indicators of teachers' competencies which have been examined for their relationship to student learning outcomes include: classroom management skills, lifelong learning skills, student engagement skills, time management skills, subject matter expertise competencies, instructional delivery competencies, interpersonal skills, among others.

Classroom management competency is one of the indices that is used to measure the quality of a teacher. It is also where the teacher's years of experience in the teaching job is put to test. Evertson and Weinstein (2016) defined classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Effective classroom management strategies therefore support and facilitate effective teaching and learning. Brophy (2016) viewed classroom management as creating inviting and appealing environments for students to learn. According to Walker (2011), to effectively teach students, teachers need to employ effective behaviour management skills, implement effective instructional strategies and develop a strong curriculum. Arogundade (2009) noted that subject mastery or instructional management can only be achieved when the teachers maintain control within their classrooms. Kulshrestha and Pandey (2013) discovered in their study that teachers maintain positive and effective learning environment through well-prepared and varied lessons, which cater for the range of students' abilities and interests. Ollor (2023) maintained that teachers are expected to adapt to various learning styles and classroom dynamics by using superior classroom management techniques to create a healthy classroom environment which is safe, resourceful and productive.

The central figures in the educational process are teachers. The attainment of quality education delivery depends on their preparation, erudition and performance competencies. General competencies of a teacher in the classroom according to Madumere-Obike et al. (2017, p.11), can be viewed as ability to innovate, enquire and create during teaching and learning process; capacity to encourage a favourable atmosphere for the process of learning; capacity to face socio-cultural diversity during the process of teaching; team work capacity in the professional work of the teacher; capacity to self-criticize their role as a trainer and as teacher; skills to apply and facilitate knowledge; capacity to adapt, update and project as a teacher; and capacity to foster and encourage ethical development in the students." Bonney et al. (2015) observed that variables recognised to be indicative of teachers' competence which have been examined for their relationship to student learning include measures of classroom management skills, academic abilities, years of teaching experience, measures of subject matter and teaching knowledge, certification status and teaching behaviours in the classroom. The findings of Ogakwu and Nwabueze (2022) revealed that a professionally competent teacher develops qualities such as observational skills that will help him or her to know when a learner is sick, not happy, withdrawn, plays truancy, engages in disruptive behaviour, passive, abides to rules and regulations, among others. Thus, the passion teachers have for the teaching job is reflected through their classroom management.

Subject matter expertise competency is one parameter that gives a glimpse on the quality of instruction a school provides to its students. This buttresses the adage that states: "Knowledge is power." Teachers with good knowledge of their subjects will determine quality education. Kamamia et al. (2014) noted that teachers' mastery of the subject influences the learners' understanding of the subjects they learn, and the eventual attainment of national goals. Thus, if the

teachers do not have the knowledge of their subjects, it will have a negative impact on the students and the society at large. Obanya (2014) emphasized that the knowledge of subject matter is the foundation upon which the education of a teacher is based. Mastery of the subject matter helps teachers to impart knowledge effectively and confidently (Ollor, 2023). Shantz and Latham (2012) observed that it is through the mastery of the subjects that teachers are able to impart the right skills of communication, collaboration, critical thinking and creativity that are based on the three learning domains – cognitive, affective and psychomotor. The learner gets maximum benefit from teacher-learner relationship that is based on the teacher's competence in the delivery of subject content. Hence, effective teaching requires teachers to possess knowledge of the subject matter with basic skills of pedagogy.

A study conducted by Egungun (1992, as cited in Bonney et al., 2015) showed strong correlation between the subject matter knowledge of the teacher and the learning outcomes. Hawk et al. (1985 as cited in Olowoyeye and Alonge, 2014) conducted a study of middle school Mathematics teachers in Australia and found out that students of fully certified Mathematics teachers experienced significantly larger gains in achievements than those taught by teachers not certified in Mathematics. Kamamia et al. (2014) revealed that students' Science achievement was positively related to the teachers' knowledge of the content. Adu and Olatundun (2014) also discovered in their study that quality teachers significantly influence pupils' academic performance in Oyo State. Onwioduokit and Ikwa (2000, as cited in Jacobson, 2012) observed that most of the present Chemistry teachers in Nigerian secondary schools are not professional Chemistry teachers, and have not undergone a teacher training programme. Sometimes, those who teach Chemistry are graduates of pure physical sciences like Chemistry, Engineering and sometimes Biochemistry. In a related study, Ololube (2006) discovered that many of the teachers in secondary schools are not professionally trained in educational institutions. Hence, if trained teachers who are academically and professionally qualified are recruited in the education system, quality education delivery is assured.

### **Statement of the Problem**

The declining standard of education in Nigerian public secondary schools and in particular, Rivers State is one of the major issues that has been on the front burner of the national discourse. The world has realised that the best gift a nation can offer to every child is a qualitative education, and that teachers are the key actors in actualizing it. As the demand for education increases by day, unqualified and inexperienced teachers are recruited into the education system to fill the vacuum of shortage of qualified teachers. More worrisome is the poor academic performance of students, especially in external examinations. Judging from the products of Rivers State junior secondary schools, there is a big question mark on the level of competencies and the productivity of the teachers. Different reasons have been attributed to this dismal performance. Some people are of the opinion that the uncondusive learning environments could be the reason, others attributed it to lack of funding or shortage of teachers, yet others think that the inclusion of non-professional teachers in the teaching profession is the reason for this poor performance. Thus, these reasons could not be far from the truth as the teaching profession appears to be a profession for all. This is exemplified in the on-going N-power programmes, where non-professional teachers are employed into the education system to teach. Another example is the Rivers State Ministry of Education's recruitment of thirteen



thousand (13,200) inexperienced teachers in 2013. Since non-professional teachers flood the teaching profession, how can quality education delivery be achieved?

### **Aim and Objectives of the Study**

The aim of this study was to assess non-professional teachers' competencies for quality education delivery in junior secondary schools in Rivers State. Specifically, the objectives sought to:

1. determine non-professional teachers' classroom management competencies for quality education delivery in junior secondary schools in Rivers State; and
2. assess non-professional teachers' subject matter expertise competencies for quality education delivery in junior secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study:

1. What are classroom management competencies of non-professional teachers for quality education delivery in junior secondary schools in Rivers State?
2. What are the competencies of non-professional teachers' subject matter expertise for quality education delivery in junior secondary schools in Rivers State?

### **Hypotheses**

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

**H<sub>01</sub>:** There is no significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers' classroom management for quality education delivery in junior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers' subject matter expertise for quality education delivery in junior secondary schools in Rivers State.

### **Methodology**

This study adopted descriptive research design. The population of the study comprised all the 322 principals in the 322 public junior secondary schools in Rivers State. Out of these 322 principals, 217 are males while 105 are females (Planning, Research and Statistic Department, Rivers State Universal Basic Education Board, 2023). A sample of 200 principals (120 males and 80 females), representing 62% of the population was drawn using both the simple random sampling and stratified random sampling techniques. This was determined by the Taro Yamane Formula which gave a minimum sample size of 36 principals. The instrument that was used for data collection was a researcher-based 16-item questionnaire entitled: "Assessment of Non-professional Teachers' Competencies for Quality Education Delivery Questionnaire (ANTCQEQ)." The questionnaire was structured after the four-point Likert rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with weights of: 4, 3, 2 and 1, respectively. The instrument was duly validated by three experts in Test and Measurement Department and Educational Management Department of Faculty of Education, University of Port Harcourt.

The internal consistency reliability coefficient of 0.81 for (ANTCQEQ) was computed using Cronbach's Alpha statistical method. The subscales reliability for classroom management

competencies and subject matter expertise competencies are 0.78 and 0.83 respectively; hence, they were adjudged to be reliable for the field study. Mean and standard deviation were used to answer the research questions. Any mean score from 2.5 and above was agreed upon, and the mean below 2.5 was disagreed upon. T-test was used in testing the null hypotheses of no significant difference through the help of SPSS. The acceptance or rejection of any of the null hypotheses relatively was based on the alpha level of 0.05. Thus, when the significant level is less than the alpha level (0.05), it is rejected or not significant. In other words, when the significant level is greater than the alpha level (0.05), it is accepted or significant.

**Results**

Research Question 1: What are classroom management competencies of non-professional teachers for quality education delivery in junior secondary schools in Rivers State?

**Table 1: Mean and Standard Deviation Scores of the Opinions of Male and Female Principals on Non-Professional Teachers’ Classroom Management Competencies for Quality Education Delivery**

S/N	Non-professional Teachers’ Classroom Management Competencies	Male Principals			Female Principals		
		$\bar{X}_1$	SD <sub>1</sub>	Decision	$\bar{X}_2$	SD <sub>2</sub>	Decision
1.	Non-professional teachers in my school have the abilities to control their classes while teaching without supervision.	3.04	.69	Agreed	3.43	.49	Agreed
2.	They have student engagement skills that make students to be actively involved in the teaching-learning process.	3.25	.78	Agreed	3.29	.46	Agreed
3.	They can set class rules to regulate the students’ behaviour during instruction.	3.10	.91	Agreed	3.43	.49	Agreed
4.	They can mete out the right punishment to students who engage in disruptive behaviour.	3.28	.78	Agreed	3.42	.49	Agreed
5.	They have the abilities of managing the time/duration of their lessons effectively.	3.32	.91	Agreed	3.28	.45	Agreed
6.	They can move around the class while teaching to ensure that no student is indulging in off-task behaviour.	2.63	.48	Agreed	3.29	.46	Agreed
7.	They have classroom dynamics abilities to develop resourcefulness among the students.	2.75	.75	Agreed	3.27	.45	Agreed
8.	They have the capacities for setting the tone that creates learner-friendly classroom environments.	3.06	.86	Agreed	3.24	.46	Agreed
<b>Aggregate Mean and Standard Deviation</b>		<b>3.05</b>	<b>0.77</b>	<b>Agreed</b>	<b>3.33</b>	<b>0.47</b>	<b>Agreed</b>

Data in Table 1 revealed that items with serial numbers 1 to 8 have their various mean values above the criterion mean of 2.50 and were agreed by the male and female principals as the

classroom management competencies of non-professional teachers for quality education delivery in junior secondary schools in Rivers State. The study showed that the classroom management competencies of non-professional teachers for quality education delivery are: classroom control, student engagement skills, classroom rule setting skills, right punishment skills, time management skills, off-task management skills, classroom dynamics abilities and the capacities for setting the tone that creates learner-friendly classroom environments.

**Research Question 2:** What are the competencies of non-professional teachers’ subject matter expertise for quality education delivery in junior secondary schools in Rivers State?

**Table 2: Mean and Standard Deviation Scores of the Opinions of Male and Female Principals on Non-Professional Teachers’ Subject Matter Expertise Competencies for Quality Education Delivery**

S/N	Non-professional Teachers’ Subject Matter Expertise Competencies	Male Principals		Decision	Female Principals		Decision
		$\bar{X}_1$	SD <sub>1</sub>		$\bar{X}_2$	SD <sub>2</sub>	
9.	Non-professional teachers in my school have the abilities to demonstrate good knowledge of the subjects they teach.	2.80	.73	Agreed	3.15	.66	Agreed
10.	They have the abilities of researching their topics well before writing their notes of lessons.	3.37	.71	Agreed	3.33	.57	Agreed
11.	They have the skills of explaining their topics very well to the students.	2.56	.91	Agreed	3.46	.62	Agreed
12.	They have the capacities of planning their lessons by varying the activities to cater for the range of students’ learning abilities.	3.23	.71	Agreed	3.19	.59	Agreed
13.	They can prepare schemes of work from the curriculum perfectly.	2.73	.89	Agreed	3.41	.49	Agreed
14.	They have the abilities to achieve the specific objectives in the lesson notes at the end of the lesson effectively without supervision.	3.03	.86	Agreed	3.29	.46	Agreed
15.	They can copy notes that are grammatically error free with correct punctuations.	3.11	.74	Agreed	3.42	.50	Agreed
16.	They have the skills to administer standardized achievement tests to students.	2.64	.78	Agreed	3.43	.50	Agreed
	<b>Aggregate Mean and Standard Deviation</b>	<b>2.93</b>	<b>0.79</b>	<b>Agreed</b>	<b>3.34</b>	<b>0.55</b>	<b>Agreed</b>

Data in Table 2 showed that items with serial numbers 9 to 16 have their various mean values above the criterion mean value of 2.50 and were agreed by male and female principals as the competencies of non-professional teachers on subject matter expertise for quality education delivery. Therefore, the competencies of non-professional teachers’ subject matter expertise for quality education delivery are: abilities to demonstrate good knowledge of the subjects, abilities of researching topics well before writing notes of lessons, skills to explain the



topics explicitly, capacities of planning lessons by varying the activities to cater for the range of students’ learning abilities, abilities to prepare schemes of work from the curriculum perfectly, abilities to achieve the specific objectives in the lesson notes at the end of the lesson and skills to administer achievement tests effectively.

**Table 3: t-test Calculation of the Mean Difference Between Male and Female Principals on the Competencies of Non-Professional Teachers’ Classroom Management for Quality Education Delivery**

Gender of Principals	N	Mean	Std.	df	t-cal.	Sig.	Alpha level	Decision
Male Principals	120	3.05	.77					
Female Principals	80	3.33	.47	198	3.82	.00	.05	Significant

Data in Table 3 revealed that male principals have mean and standard deviation scores of 3.05 and .77 while that of female principles are 3.33 and .47 respectively. With degree of freedom of 198, the calculated t-value of 3.82 is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers’ classroom management for quality education delivery in junior secondary schools in Rivers State.

**Table 4: t-test Calculation of the Mean Difference Between Male and Female Principals on the Competencies of Non-Professional Teachers’ Subject Matter Expertise for Quality Education Delivery**

Gender of Principals	N	Mean	Std.	df	t-cal.	Sig.	Alpha level	Decision
Male Principals	120	2.93	.79					Significant
Female Principals	80	3.34	.55	198	6.29	.00	.05	

Data on Table 4 revealed that male principals have mean and standard deviation scores of 2.93 and .79 while that of female principles are 3.34 and .55 respectively. With degree of freedom of 198, the calculated t-value of 6.29 is significant because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers’ subject matter expertise for quality education delivery in junior secondary schools in Rivers State.

**Discussion of Findings**

This study has revealed that the classroom management competencies of non-professional teachers for quality education delivery in public junior secondary schools in Rivers State include: classroom control, engagement skills, classroom rule setting skills, right punishment skills, time management skills, off-task management skills, classroom dynamics

abilities and the capacities for setting the tone that creates learner-friendly classroom environments. The test of hypothesis also revealed that there is a significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers' classroom management for quality education delivery in junior secondary schools in Rivers State. The finding agrees with Bonney et al. (2015); Adu and Olatundun (2014), who observed that teachers set the tone of their classrooms, build warm environment, mentor and nurture students, become role models, listen and look for signs of trouble and prevent them. The finding is also in line with Madumere-Obike et al. (2017); Kamamia et al. (2014), who discovered in their studies that the general competencies of a teacher in the classroom are observational skills, ability to innovate, capacity to encourage a favourable atmosphere for the process of learning, among others.

The study also discovered that the competencies of non-professional teachers' subject matter expertise for quality education delivery in public junior secondary schools in Rivers State include: abilities to demonstrate good knowledge of the subjects, abilities of researching topics well before writing notes of lessons, skills to explain the topics explicitly, capacities of planning lessons by varying the activities to cater for the range of students' learning abilities, abilities to prepare schemes of work from the curriculum perfectly, abilities to achieve the specific objectives in the lesson notes at the end of the lesson and skills to administer achievement tests effectively. The test of hypothesis also revealed that there is a significant difference between the mean ratings of male and female principals on the competencies of non-professional teachers' subject matter expertise for quality education delivery in junior secondary schools in Rivers State. The finding is in agreement with Kulshrestha and Pandey (2013); Adu and Olatundun (2014); (Bonney et al., 2015), who revealed in their various studies that class teachers update their content knowledge and teaching skills so they can meet the requirements of new curricula, consider new research findings on teaching and learning and adapt to changes according to the students' learning needs. The finding is also in consonance with Ogakwu and Nwabueze (2022), who recommended that teachers should have specialist knowledge of the subject(s) they teach, and the necessary pedagogical skills to teach them.

## **Conclusion**

Based on the findings of this study, it is concluded that non-professional teachers in public junior secondary schools in Rivers State have competencies in classroom management and subject matter expertise that are needed for quality education delivery. Non-professional teachers can therefore be regarded as being capable of delivering qualitative education to students. However, in order to achieve quality education delivery, there is dire need for trained teachers, who are equipped with the right knowledge, skills and attitudes to vary teaching strategies in order to meet every learner's needs in the classroom.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Teachers' Registration Council of Nigeria (TRCN) should ensure that the Rivers State Ministry of Education complies with the policy of recruiting qualified professional teachers that have pedagogical skills into the education system.
2. Principals should constantly supervise the non-professional teachers and conduct in-service training to ensure improvement on their classroom management competencies.

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