

**TEACHERS PROFESSIONAL ATTITUDES AND ACADEMIC  
ACHIEVEMENTS OF PUBLIC SENIOR SECONDARY SCHOOL  
STUDENTS IN THE FEDERAL CAPITAL TERRITORY ABUJA, NIGERIA**

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**ABSTRACT**

*The purpose of the study was to find out whether significant relationship existed between teachers' professional attitudes and students' academic achievement in public senior secondary schools in Federal Capital Territory, Abuja Nigeria and also to examine teachers' professional communication, classroom management, mastery of subject matter and pedagogical attitudes towards students. The study used descriptive survey research design with a total population of 70,162 students out of which 32,731 were males while 37,431 were females. The sample size for the study was 381 students. The questionnaire for data collection was designed along Likert scale. The reliability coefficient of 0.75 was established using Spearman Brown Prophecy Formula. Descriptive and inferential tools of statistical analysis were used. The mean rating was 2.50 while the decision for comparison for hypothesis was based on 0.05 level of significance. The findings revealed that there was significant relationship between teachers' professional attitudes and students' academic achievement. It is recommended that teachers should regularly attend professional training in their areas of specialization and utilization of different pedagogical skills in the learning process.*

**Keywords: Attitude, Academic Achievement, Classroom management, Pedagogy.**

## **1.0 INTRODUCTION**

The quality of education depends on the ability, hard work and professional attitudes of teachers towards teaching and learning process. Professionalism is performing of assigned work with zeal, dedication which involves attitude, beliefs and values. Our attitudes determine our achievement in our professions. Professional attitudes of teachers demonstrate their way of thinking, feelings and behaviours towards teaching and learning and play important role in shaping the behaviour of the teachers as well as fulfilling the requirements of their profession.

The belief that someone who does not like his or her job cannot be successful in it, is quite common in the society. The satisfaction with work is an important part of the professional life, and has consequences both at the personal and organizational level. In teaching profession, a teacher's attitude is exhibited through his behaviour in terms of service delivery, commitment to ethics and goals of the profession. According to Fehintola (2014), good and qualified teachers with positive professional attitudes are essential for efficient functioning of educational sector. Teachers are role models for students by way of their own behaviour and attitudes. Teachers are the key persons who provide quality education and it is through their efforts that the success of education depends.

A teacher is expected to expand his knowledge, improve his pedagogical skills, communicate effectively as well as exhibit attitudes that will positively influence the academic achievement of students. Many teachers seldom realize that how they teach, communicate, manage classrooms, behave and interact with students can be more paramount than what they teach (Aina and Ogundele, 2013). Students' academic achievement is a major index by which effectiveness and success of any educational institution could be ascertained. To achieve this, teachers must demonstrate positive attitudes towards their students and lessons, by showing high level state of readiness and organised experiences that shall have direct impact on all the learners as opined by David (2013). According to Mucella (2011), attitudes, in this case teachers' attitude are uniquely organised in individuals based on is reaction to his personal experiences. Accordingly, when a child goes to school, certain values and disciplines are imposed upon him and these values gradually become the core of his attitude formation. Individuals through social interactions develop either positive or negative attitudes which depend upon their experiences and psychological needs (Ekperi, 2019).

Our cultural norms, values, traditions, beliefs and preferences help in our attitude formation. Attitudes are learned from our environment through life experiences, interactions with others and not a momentary feeling but a long-held view of something. Teachers form attitudes for functional reasons such as to satisfy their psychological needs, social needs, uplift their status, values, egos, beliefs and to survive in their environment. Teachers will develop positive attitudes towards their job when it gives them identity and satisfaction, when their profession can satisfy their needs and also when the environment is safe for them to carry out their duties. Teachers forms attitudes that will help them learn, understand the structures and operations of their environment. They want to know what is happening in their environment because of its complexity.

Teachers exhibit attitudes that will help them to cope with those around them, especially students, adopting attitudes that are related to their thinking and perceptions. Teachers' form attitudes in order to avoid accepting unpalatable aspect of themselves (ego-defensive). Teachers' professional attitudes either positive or negative can affect students' in terms of his communication, classroom management, pedagogical skills and mastery of subject matter. His personal communication involves the exchange of ideas, opinions and information with a specific objective and more effective if the receiver of the information can understand and practice the core skills (Amadi, 2017) as effective communication mostly results in effective teaching. A teacher with positive professional attitudes therefore, places high premium on the students as the main purpose of his calling by making effective communication possible during the learning process by identifying the needs of the students at the appropriate level as well as creating a relaxed atmosphere for free flow of information. Such a teacher gives the students opportunity to make contributions over issues of common interest in the classroom, listens with a sense of empathy, understanding their concerns, showing unconditional positive regard and patiently attending to their needs.

Classroom management plays important role in teaching and learning process. Classroom environment will either encourage students to succeed or hamper their abilities to achieve academic success by causing more failures. Teachers with positive professional attitude manage the physical as well as psychological environment to create a conducive atmosphere for learning. Teachers that are harsh in their display of authority or are indifferent towards their students' academic need can leave a lingering feeling of negativity with the students.

According to Sadiq (2019) senior secondary schools with overpopulated and overcrowded classrooms affect teacher-student relationship. The teachers in this situation find themselves spending more time managing the classrooms and students' behaviour than actual teaching. According to Mushtag and Khan (2012), poorly managed classrooms are usually associated with disruptive behaviours. Learning will occur when teachers establish atmosphere where students feel comfortable to consider new ideas and not threatened by external factors.

Teachers' pedagogical skills are instrumental to successful teaching and learning in the classroom. Professional pedagogical attitudes require the full knowledge of utilizing the right method to adopt by the teacher in order to create learning opportunities for students. Effective teachers have the ability to recognize the variance in the learning situation

of students and choose the best method possible for each student (Liakopoulou, 2011). The extent to which a method is effective largely depends on the usage by the teacher. Good knowledge of pedagogical competence helps students develop their ways of thinking and creativity which will enhance their success in learning. In every learning environment, there are different kinds of learners who maintain different learning styles. Professional teachers, therefore adopts uses appropriate teaching methods and incorporate modern instructional resources to enhance students understanding of his teaching. Consequently, professional teachers are additionally expected to e resourceful by deploying variety of teaching materials, and maintain positive pedagogical attitudes, such that students will form good study habits and become good listeners as stipulated by Ogunjobi (2018).

Teachers' mastery of subject matter is concern with teachers proving their high level of proficiency in their subject area. A teacher is supposed to have the competence to teach a particular subject and expected to continue reading and engage in training for professional development (Popoola, 2013). Many teachers are incompetence in teaching their subjects and unable to prepare their students well ahead of examinations. They are not efficient in lessons delivery and cannot present courses that are well structured and organized. Some teachers cannot construct classrooms where students are free to take responsibilities for their own learning. Some do not show deep interest in their subjects, talk less of updating their knowledge and do not know how to make students relate subject matter to real life situations as well as effectively imparting knowledge. Poor mastery of their subjects makes it difficult for them to give detail explanations about the relevant concepts which cause students loss of interest in learning. Intelligent and sound teachers with good mastery of their subjects and interpersonal relationship, positive professional attitudes always command respect and gain students' attention during teaching and learning (Adenipekun, 2018). Teachers with positive professional mastery of subject matter attitudes are responsible for adequate delivery of quality instructions.

Academic achievement is the extent to which students have achieved their educational goals and demonstrate success in school by (Bassaert, 2011) securing a set standard of performance in a given examination. In Nigeria, academic achievement is measured mainly by students' performance in external examinations like West African Senior School Certificate Examination, Basic Senior Certificate Examination and Unified Tertiary Matriculation Examination.

Many teachers are not accessible to students after lesson periods. Students access to their teachers is an important factor influencing their academic achievement. Teachers that made themselves available to their students beyond the schedule class time through extra classes, formal and informal meeting and through electronic communication platforms are highly desirable. Negative teacher-student relationships are stressful for both teacher and student and can be detrimental to students' academic and emotional development. When teachers could not facilitate and deliver quality instructions, the students become the victims of their inefficiency resulting to many of them engaging in examination malpractice which also lead to either seizing of their results or mass failure.

In his study on the effects of professional attitudes of teachers on their teaching performance, Iqbal (2013) revealed that there is a close relationship between teachers' professional attitude and student's performance. Also, Ajai (2015) investigated remedial students' perception of teachers' attitudes towards learning in mathematics and found out that students perceived teachers as having negative attitude towards students in learning mathematics. In another study on teachers' professional attitudes and students' academic performance in secondary schools, Olubukola (2018) revealed a significant relationship between teachers' professional attitudes and students' academic performance. Furthermore, Ekperi (2019) in their investigation of teachers' attitude as a correlate of students' academic performance on Geography, found out that attitude of teachers correlated positively with students' academic performance. Also, the work of Shittu (2015) on teachers' attitudes towards teaching and learning of social studies in secondary schools, revealed that teachers have negative attitudes towards teaching social studies.

The fallen standard of education in the nation is becoming high especially in public senior secondary schools. The poor performance of students in external examinations like West African Senior Secondary School Examinations and Unified Tertiary Matriculation Examination call for serious attention in the education sector. Majority of teachers are not only dissatisfied with the teaching profession, but exhibit attitudes that are detrimental to students' academic achievement. Hence, the decision to conduct this research in order to examine the influence of teachers' professional attitudes on students' academic achievement. In doing so, the research is guided by the following research questions:

- i. What are the influences of teachers' professional attitudes towards students' in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria?
- ii. What is the academic achievement of students' in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria?
- iii. What are the influences of teachers' professional attitudes on students' academic achievement in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria?

The third research question was translated to null hypotheses thus: there is no significant relationship between teachers' professional attitudes and students' academic achievement in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria.

## 2.0 METHODOLOGY

### 2.1 Research Design

The research design used in this study was descriptive survey research design. A descriptive survey research design is the most appropriate for collection of sample opinions, attitudes, relevant information about a large number of people by collecting information from few of them in order to estimate the overall situation (Barke, 2012). This study used descriptive survey design because it was cost effective, saved time, efficient, provided useful information and clarity to difficult decision-making processes by representing a large population. There was a greater precision in terms of measuring the data gathered.

A self-designed questionnaire called Teachers' Professional Attitudes Questionnaire (TPAQ), following Likert model was used as the instrument for data collection. The structured questionnaire contains 40 items on teachers' professional attitudes on communication, classroom management, pedagogical skills and mastery of subject matter. The TPAQ was sub-divided into two sections, section A was structured to collect demographic data of respondents while section B comprised items on teachers' professional attitudes. The questionnaire was validated by experts in Measurement and Evaluation in the Faculty of Education, University of Abuja to ensure content validity.

The instrument was further subjected to reliability test using Spearman Brown Prophecy Formula. A coefficient of 0.75 was obtained.

### 2.2 Population of the Study

The population of the study comprised all students in 62 public senior secondary schools in the six Area Councils in the Federal Capital Territory, Abuja Nigeria. The population of the public senior students according to Federal Capital Territory Secondary Education Board (2018) was 70, 162. Out of this number, Thirty-Two Thousand, Seven Hundred and Thirty-One were male students (32,731) while Thirty-Seven Thousand, Four Hundred and Thirty-one (37,431) were female students.

### 2.3 Sample and Sampling Procedure

The sample size was 381 students in public senior secondary schools in the 6 Area Councils of the Federal Capital Territory, Abuja Nigeria. The sampled size was based on Krejcie and Morgan (1970) who have specified appropriate sample sizes for specific populations. Purposive sampling procedure was used to select six (6) Government Secondary Schools from each Area Council in the Federal Capital Territory, Abuja based on their particular characteristics to be evaluated.

## 3.0 RESULTS

**3.1 Research Question 1:** What are the teachers' professional communication attitude towards students' in public senior secondary schools in Federal Capital Territory, Abuja Nigeria?

**Table 1: Teachers' Professional Communication Attitude in Public Senior Secondary Schools in Federal Capital Territory, Abuja Nigeria.**

N = 381				
S/N	Statement	Mean	Std. Dev.	Decision
1	My teachers listen to students' ideas and suggestions during lessons.	2.16	1.05	Disagree
2	My teachers connect better with students.	3.03	0.85	Agree
3	My teachers make positive compliment on students' abilities.	2.75	0.84	Agree
4	My teachers speak to students in a polite manner.	2.13	0.91	Disagree
5	My teachers provide appropriate and helpful feedback to students.	2.47	0.90	Disagree
6	My teachers encourage team work and group discussions during learning.	2.97	0.84	Agree
7	My teachers use nonverbal signals to stop misbehaviour during lessons.	2.69	1.01	Agree
8	My teachers always use positive statement during lessons.	2.16	0.91	Agree

9	My teachers stimulate students to be active and listening learners.	2.34	0.93	Agree
10	My teachers allow students to ask questions during lessons.	2.89	0.93	Agree
Sectional Mean/Standard Deviation		2.56	0.91	

Table 1 showed teachers' professional communication attitude in public senior secondary schools in Federal Capital Territory, Abuja. The result showed that the students agreed that teachers communicate professionally with their students but disagreed that teachers speak to students polite, and or provide appropriate feedback. Also, the sectional mean of 2.56 showed that the students agreed with professional communication attitude of teachers towards students.

**3.2 Research Question 2:** What are teachers' professional classroom management attitude towards students in public senior secondary schools in Federal Capital Territory, Abuja Nigeria?

**Table 2: Teachers' Professional Classroom Management Attitude in Public Senior Secondary Schools in Federal Capital Territory, Abuja Nigeria.**

N = 381				
S/N	Statement	Mean	Std. Dev.	Decision
11	My teachers are not easily irritated by students' behaviours.	3.01	0.86	Agree
12	My teachers create pleasant learning atmosphere for students.	2.88	0.90	Agree
13	My teachers involve students in establishing rules and procedures in the classrooms.	2.87	0.89	Agree
14	My teachers provide reinforcement to students for appropriate behaviours.	2.55	0.91	Agree
15	My teachers can handle students with behavioural problems.	2.60	0.98	Agree
16	My teachers encourage students' input during lesson.	2.88	0.93	Agree
17	My teachers promote respect for cultural diversity in during learning.	2.37	1.01	Disagree
18	My teachers do assist individual students that need help.	2.57	1.	Agree
19	My teachers send students out of the classroom during lessons due to disruptive behaviours.	2.67	1.00	Agree
20	My teachers are sensitive to the needs of the students.	2.21	0.94	Disagree
Sectional Mean/Standard Deviation		2.66	0.94	

Table 2 showed teachers' professional classroom management attitude in public senior secondary schools in Federal Capital Territory, Abuja. The result showed that students agreed that teachers managed the classrooms professionally with a sectional mean of 2.66.

However, there was disagreements in respect of teachers' promotion of cultural diversity and their sensitivity to student's needs.

**3.3 Research Question 3:** What are the teachers' professional pedagogical attitude towards students in public senior secondary schools in Federal Capital Territory, Abuja Nigeria?

**Table 3: Teachers' Professional Pedagogical Attitude in Public Senior Secondary Schools in Federal Capital Territory, Abuja Nigeria.**  
N = 381

S/N	Statement	Mean	Std. Dev.	Decision
21	My teachers encourage students to develop positive attitudes towards learning.	2.39	0.99	Disagree
22	My teachers provide learning opportunities for students.	2.14	0.88	Disagree
23	My teachers use instructional materials to facilitate learning.	2.24	0.92	Disagree
24	My teachers recognize individual learning differences during lessons.	2.31	0.89	Disagree
25	My teachers are friendly and approachable.	2.08	0.81	Disagree
26	My teachers understand how students learn and need to be taught.	2.06	0.82	Disagree
27	My teachers can handle students' weaknesses and learning difficulties.	2.06	0.83	Disagree
28	My teachers help students to develop their abilities in making decisions by themselves.	2.23	0.91	Disagree
29	My teachers encourage creativity by allowing students to work individually during learning.	2.10	0.86	Disagree
30	My teachers use various teaching methods to make students to learn.	2.10	0.82	Disagree
<b>Sectional Mean/Standard Deviation</b>		<b>2.17</b>	<b>0.87</b>	

Table 3 showed teachers' professional pedagogical attitude in public senior secondary schools in Federal Capital Territory, Abuja. The result showed that the students disagreed that teachers have professional pedagogical attitudes. They neither encourage students to develop positive attitudes, nor provide learning opportunities for them. The results further revealed that teachers do not use instructional materials, recognise individual differences nor understand their individual students learning needs. The results further show that teachers do not encourage creativity and does not employ variety teaching methods in their classrooms. The overall mean average for the ten items examined was 2.17, depicting a high-level disagreement with all the statements made. This is a clear indication of teachers lack of professionalism.

**3.4 Research Question 4:** What are teachers' professional mastery of subject matter attitudes towards students in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria?

**Table 4: Teachers' Professional Mastery of Subject Matter Attitudes in Public Senior Secondary Schools in Federal Capital Territory, Abuja Nigeria.**

N = 381

S/N	Statement	Mean	Std. Dev.	Decision
31	My teachers prepare and organize their lessons well.	2.15	0.82	Disagree
32	My teachers use ideas and suggestions to make students understand their subjects.	2.22	0.88	Disagree
33	My teachers are thorough and express themselves clearly during lessons.	2.30	0.91	Disagree
34	My teachers show deep interest in their subjects.	2.32	0.87	Disagree
35	My teachers make it easier for students to relate subject matter to real life situations.	2.15	0.83	Disagree
36	My teachers highlight the main point of the lessons and clarify misconceptions during learning.	2.13	0.87	Disagree
37	My teachers can effectively impart knowledge.	2.16	0.91	Disagree
38	My teachers simplify the topic into main points that can easily be understood by students.	2.34	0.93	Disagree
39	My teachers organize the curriculum to engage the students in the	2.89	0.93	Agree

40	content of the subjects. My teachers ensure common standards in evaluations for assessing students' progress.	3.01	0.86	Agree
<b>Sectional Mean/Standard Deviation</b>		<b>2.36</b>	<b>0.88</b>	

The results shows that teachers do not organise their lessons, provide useful ideas, experts themselves clearly showed interests in their subjects. The results also showed a disagreement in the teachers' ability to effectively impact knowledge by simplifying their topics, summarizing lessons and highlighting key points of their teaching. However, there was agreement in respect of curriculum organisation assessment standardization. A cumulative mean of 2.36 show the level of disagreement obtained from the students.

**3.5 Research Question 5:** What is the academic achievement of students in public senior secondary schools in Federal Capital Territory, Abuja?

**Table 5: Academic Achievement of Public Senior Secondary School Students in Federal Capital Territory, Abuja in 2019/2020 Academic Session in Mathematics and English Language.**

**N = 381**

	Minimum	Maximum	Average Score
Mathematics	18.00	89.00	47.05
English Language	17.00	88.00	44.48
Academic Achievement	19.00	82.50	45.76

Table 5 showed that the minimum score in mathematics is 18.00, while the maximum score is 89.00 with the average score of 47.05, with the mean score in Mathematics falling below average. The minimum score in English Language was 17.00, while the maximum was 88.00 with an average score of 44.48. This also showed that the students score in English Language is below average of 50.00.

Generally, the minimum score for students was found to be 19.00, while the maximum was 82.50, with an overall average score of 45.76

**H<sub>01</sub>:** There is more significant relationship between Teachers Communication, classroom management, pedagogy, mastery of subject matter and students' academic achievement.

**Table 6: Model Summary for Test of relationship of Teachers' Communication, Classroom management, Pedagogy, Subject mastery on Academic Achievement of Senior Secondary School Students in public schools in Federal Capital Territory, Abuja Nigeria.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981 <sup>a</sup>	.962	.961	2.64461

As shown in table 6 above, a test for relationships between Teacher professional attitude and students' academic achievement was carried out. The multiple correlation coefficient yielded a value of .981, which shows a high-level relationship. On the other hand, the R square value of .962 obtained indicated that a high coefficient in the prediction of the dependent variable. The adjusted R value of .961 denotes that about 96% of the variability of dependent variables can be explained on the basis of the independent variables of subject mastery, attitudes, classroom management, communication and pedagogy.

**H<sub>02</sub>:** Teachers professional attitudes do not significantly influence students academic achievements.



**Table 7: ANOVA Table for Test of Dominant Influence of Teachers' Professional Attitudes on Academic Achievement of students' in public senior secondary schools in the Federal Capital Territory, Abuja.**

	Model	Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	66386.705	4	16596.676	2372.997	.000 <sup>b</sup>	Significant
	Residual	2650.716	379	6.994			
	Total	69037.421	383				

As shown in table 7 above, the analysis of variance revealed a .000 significance at 0.05 level, which means that the independent variables significantly influenced the dependent variable. This implies that Professional Subject Mastery Attitude, Classroom Management Attitudes, Professional Communication Attitudes, Professional Pedagogical Attitudes significantly influenced academic achievement of students.

**H<sub>03</sub>:** There is no significant relationships between Teachers master attitudes, classroom management, communication and pedagogical attitudes and students academic achievements.

**Table 8: Table of Coefficients for Test of relationship of Teachers' Professional Subject Mastery Attitudes, Classroom Management Attitudes, Professional Communication Attitudes, Professional Pedagogical Attitudes on Students' Academic Achievement.**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-17.836	1.320		-13.514	.000
	Professional Communication Attitudes	1.704	.422	.049	4.037	.000
	Classroom Management Attitudes	.489	.338	.015	1.447	.149
	Professional Pedagogical Attitudes	-3.782	.443	-.141	-8.542	.000
	Professional Subject Mastery Attitude	27.954	.489	1.051	57.179	.000

Table 8 shows the statistical significance of each independent variable. Results for professional communication attitudes yielded a P value of .000; signifying that the null hypothesis is actually true. The results further reveal that four (4) out of the five (5) variables tested were found to be significant except classroom management attitude which revealed it does no significantly relates to students' academic achievement, with  $P > .05$ . The significance obtained was .149

Lastly, results for professional subject mastery attitude indicates that the p-value or significant value is .000 which is less than .05 hence the conclusion that professional subject mastery attitude significantly influenced academic achievement of students in public senior secondary schools in Federal Capital Territory, Abuja.

In conclusion, a multiple regression was run to show the influence on academic achievement between the four kinds of teachers' professional attitude. These variables statistically significantly showed influence on academic achievement,  $F(2,373) = 16596.676$ ,  $p < .05$ ,  $R^2 = .962$ .

The variables (Professional Communication Attitudes, Classroom Management Attitudes, Professional Pedagogical Attitudes, Professional Subject Mastery Attitude) added statistically significantly to the relationship,  $p < .05$ . Classroom management, added less to the statistical significance of the influence. The hypotheses were therefore rejected.

#### 4.0 DISCUSSION OF FINDINGS

The findings from this research, revealed that there is a positive correlation between teachers' professional attitudes and students' academic achievement. This means that positive professional attitudes of teachers correspond with improved academic achievement of senior students' in public secondary schools in the Federal Capital Territory, Abuja. This finding is in consistent with Ekperi (2019) findings in his study of teachers professional attitudes as a correlate of students' academic performance in Geography. According to him, teachers are more motivated towards their profession which led to academic success of their students.

In this study, it was also discovered that the academic achievement of students is below average with mean score of 45.76% meaning that teachers' professional attitudes was responsible for students' low grades in public senior secondary schools in Federal Capital Territory, Abuja. This is further stipulated by our earlier research by Olubukola (2018) in his examination of teachers' professional attitudes and students' academic performance in secondary schools in Ilorin metropolis of Kwara State, where it was revealed that teachers' professional attitudes correlated positively with students' academic performance. Similar findings were made earlier by Mucella (2011) who discovered that teachers' positive attitudes have positive influence on students' personality as well as academic performance. Also, the study revealed that teachers' exhibit professional attitudes in terms of communication and classroom management. Teachers' with positive professional classroom management attitudes create innovative ideas to motivate learning so that students' behaviour and academic achievement can be positively influenced. This is inline with an earlier finding by David (2013).

The study further revealed that many teachers in senior secondary schools do not have mastery of their subjects. This may likely be responsible for the below average performance of their students. This is further supported with the strange discovery that many of the teachers in the Federal Capital Territory do not have good pedagogical attitude. It is therefore not surprising, the low academic achievements recorded by students. It is common knowledge that teachers with positive pedagogical attitudes adopt novel instructional strategies and classroom practices that enable students to participate actively during teaching and learning process.

#### 5.0 CONCLUSION

From the findings in this research, it was concluded that there was significant relationship between teachers' professional attitudes and students' academic achievement in public senior secondary schools in the Federal Capital Territory, Abuja Nigeria. It has been established in this study that teachers' professional attitudes have a lot of influence in the academic achievement of students in public senior secondary schools in Federal Capital Territory, Abuja Nigeria. Teachers' in public senior secondary schools communicated and managed their classrooms professionally. Teachers' professional communication, pedagogical skills and mastery of subject matter attitudes significantly influenced students' academic achievement unlike teachers' professional classroom management attitudes. Teachers' in public senior secondary schools need to be more effective in pedagogical skills and mastery of subject matter attitudes.

Among all the teachers' professional attitudes, teachers' professional pedagogical attitudes are more related to students' academic achievement in public senior secondary schools followed by teachers' professional mastery of subject matter attitudes.

#### 6.0 RECOMMENDATIONS

From the foregoing conclusions, it is recommended that the FCT administration need to embark on aggressive training and retraining of its teaching workforce at the senior secondary level. The lack of professionalism, especially demonstrated by lack of mastery of subject matter and the deployment of necessary teaching methods and pedagogical strategies only pointed to the urgent need for this training. The administration should also ensure that only qualified and well-trained teachers are employed in the secondary schools. This may be a practical way towards addressing the attitudinal deficits observed.

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