



Teachers' Profound Subject Knowledge and Attitude for Effective Job Performance in Public Secondary Schools in Bayelsa State

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Abstract

This study investigated teachers' profound subject knowledge and attitude for effective job performance in public secondary schools in Bayelsa State. Two research questions and two null hypotheses were formulated to guide the study. The study adopted both descriptive and correlational research designs. The population of the study comprised 3,862 teachers in public secondary schools in Bayelsa State. The sample size of the study was 386 teachers using the simple random sampling technique. The respondents were drawn from the 8 Local Government Area in Bayelsa State representing 50% of the population through stratified random sampling technique. Two instruments were used in collecting data for the study; tagged "Teachers Subject Knowledge and Attitude Questionnaire (TSKAQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were developed by the researcher. The instruments were validated by experts in Educational Management. The comments were incorporated in modifying the instruments. Cronbach alpha method was used in determining the reliability of the instruments. The Teachers Subject Knowledge and Attitude Questionnaire (TSKAQ) yielded a reliability of .781 while the Teachers' Job Performance Questionnaire (TJPQ) yielded a reliability coefficient of .892 indicating that the instruments were quite reliable for use in the study. Mean and standard deviation was used in answering the research questions while Pearson Product moment Correlation Method was used in testing the null hypotheses at .05 level of probability. The result of the study showed that teacher's knowledge of subject matter and attitude influences to a great extent their job performance. Based on the results of the study, it was recommended among other that teachers should further develop their skills through attending professional development programmes that builds their capacity competence and creativity in the performance of their teaching obligations. School administrators should make the working environment conducive for teachers to adopt professionalism and teachers should develop a professional attitude towards their teaching career while suggestions for further studies were also stated.

Keywords: Professionalism, Teachers, Work Performance, Public, Secondary Schools, Bayelsa State.

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INTRODUCTION

The teaching profession is a challenging profession that requires highly qualified, trained knowledgeable and skillful teachers to carry out the demands of education. The success and failure of education depends on the quality and performance of the teachers. The professional disposition, conduct and expertise of the teacher have a direct impact on their effectiveness in performing their duties. A high degree of professionalism is required in teaching. It is concerned with teachers adhering to conducts, attitudes and skills of high standards of practice guiding the teaching profession. Professionalism is clearly exhibited in teachers' knowledge of the subject of specialization, skills and competences in daily instructional processes.

The implementation of educational programmes in the school will be fruitless unless they are handled by competent, trained and effective teachers. According to Adeyemi (2007), in the teaching-learning process, a professional teacher must exhibit excellence in the performance of his teaching tasks. This means that the professional teacher must possess the qualities for effective teaching and learning to take place.

Quality education can only be conveyed to students through the qualified teacher. The quality of education demanded by the society cannot be achieved when professionalism deteriorates. Teachers can only attain and achieve professionalism in the course of their duties as teachers when they are well qualified and engage in continuous professional development programmes. The academic qualification, professional development, teaching experience professional conducts, subject competence and mastery and pedagogical skills influences the work practices of the registered teacher. It determines excellence in the attainment of educational goals. When teachers are professional in the performance of their teaching responsibility, it directly and positively impact students' learning.

Teaching is an intellectual activity that requires knowledge of the subject matter and skills for impacting such knowledge. This is gotten from a long period of training. Every professional teacher has a level of skills acquired through training and continuous development that enables them performs beyond the amateur level. The professional teacher demonstrates behaviour and attitudes which portrays the knowledge and skills of the profession. Maintaining appropriate relationships acceptable appearance, attitudes communication, effectiveness, subject mastery, classroom management skills specialized training, sound judgment and belief that all student can learn.

A teacher's proficiency is expected to increase continuously throughout his/her teaching career. Professionalism involves fulfilling professional responsibilities by high standard practice performing of assigned work with dedication and commitment. It involves the display of attitudes which affects performance and defines the parameters of teaching and learning. The teacher needs to assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefits of the students whom they teach. For the purpose of updating students and developing their abilities, teachers need to undergo professional training and development in order to learn better ways to teach and gain better learning outcomes from their students. They need to be highly qualified with the technical skills, attitudes and abilities of performing their work in a more perfect way, as good teaching comes from the professional attitude and integrity of the teacher.

Teacher's professional development is an added value to their academic qualification and talents which impacts on the method of delivery, implementation of curriculum programmes of teaching and learning in secondary schools. The work performance of teachers have been

described as the duties performed by a teacher at a particular period in the school system aimed at the achievement of educational goals (Obilade, 1999). The quality of teachers that work in a specific educational system help in the attainment of positive leaning outcomes in schools. This include the things the teacher does in performing his/her responsibilities as a teacher. The secondary school is an important level of education which serves as a bridge to higher education. Therefore, there is a need for teachers in this level of education to demonstrate practical professionalism in the performance of their students who can be useful to themselves and the society.

Teachers are involved in the art of building up the society, they affect the life of the society by impacting knowledge and skills to students necessary for their personal development and that of the society. The teacher guides the learners in the acquisition of knowledge, skills and attitude, knowing what to teach and ways of imparting the knowledge in the most effective way possible is key to attainment of the goals of education. The work performance of a qualified teacher cannot just be undertaken by everyone or anyone. This means that the teacher has to be an expert and well trained. The coming into the teaching profession of many unqualified teachers and hitchhikers who go into teaching as a last resort have increased the poor performance of teachers.

Although there are relevant literatures on the factors that affect the performance of teachers, this study seeks to deepen the knowledge on the components of professionalism and how it influences the work that teachers do. All those who can be considered teachers must have gone through stipulated and approved programmes, possess professional knowledge, skills, attitudes and values for high standard practices in teaching. The practice whereby everybody and anybody can become a teacher should be stopped to save this noble trainer occupation. There is need for highly trained and skilled teachers whose professional conduct and work performance are exemplary.

Statement of the Problem

At the heart of improving quality education and winning the public confidence in the educational system and the teaching profession as a whole, is the need for teachers as educational practitioners to demonstrate professionalism in work related practice of preparing students for a functional life in the society. Teachers play an important role in curriculum implementation and the attainment of the goals of secondary school education as spelt out in the national policy on education. Therefore, it is necessary for only highly qualified, trained, knowledgeable, and skilled and experience teachers who engage in professional development activities to teach in the school.

However, it is obvious in the secondary school, system, that most teachers are not professionals. They lack the necessary competences, attitudes, skills and conduct that uphold the reputation and standing of the teaching profession. There is the presence of unqualified teachers in the public secondary schools in Bayelsa State. This is one of the threats to the quality standard of education. The non-professional teachers lack the skills to carry out their teaching responsibilities. This is evident in the poor preparation of lessons, negative attitude and non-commitment to quality teaching, incompetency in lesson delivery and handling of student's assessment, poor teaching methods which rely largely on traditional centered practices.

The skill for teaching is not improved upon as most teachers do not undergo professional development programs needed to improve their performance. There is an urgent need for

teachers in the secondary schools to possess and demonstrate the knowledge, skills and attitude relevant in their work performance of imparting quality education. Although the state government and educational stakeholders are making efforts to improve the standard of education, the need for professionalism in teaching if not handled may lead to poor quality of teaching with the resultant effect of raising students who lack the relevant skills and morals to be functional citizens of the society. It is on this note that this research work is carried out to investigate the indicators of professionalism that impacts on the work of teaching with the focus of imparting quality education.

Objectives of the Study

The aim of this study is to examine teachers' profound subject knowledge and attitude on effective job performance in public secondary schools in Bayelsa State. The following specific objectives guided the study:

- To examine the influence of subject matter knowledge on teachers Job performance in public secondary schools in Bayelsa State.
- To determine the influence of professional attitude on teachers Job performance in public secondary schools in Bayelsa State.

Research Questions

This study is guided by two research question:

- To what extent does teachers' knowledge of subject matter influence their performance at Job based on gender?
- To what extent do professional attitudes of teachers influence their Job performance based on gender?

Research Hypotheses

This study was further guided by two hypotheses:

- There is no significant relationship between teachers' mastery of subject matter and Job performance in public secondary schools in Bayelsa State.
- There is no significant relationship between teachers' professional attitude and Job performance in public secondary schools in Bayelsa State.

Scope of Study

The scope of this study was limited to teachers' profound subject knowledge and attitude enhance effective job performance in public secondary schools in Bayelsa State. The variables of professionalism of subject matter knowledge and attitude, and how they enhance teachers performance was examined. The study is limited to selected secondary schools in the eight (8) local government areas of Bayelsa State.

Theoretical Framework (Human Capital Development Theory)

The human capital development theory is originally traced to Adams Smith in the 18th century but the modern theory was popularized by Gary Becker Jacob Mincer and Theodore Schultz (Ololube, 1997). This research work will be anchored on the human capital development theory of Theodore Schultz (1961). The theory stated that investment in human capital implies an investment in people. Investment in human capital must be focused on supporting individuals in acquiring an education, since it is skills and knowledge that affects one's ability to do productive work. Schultz's human capital theory is based on the assumptions that:

- Human capital is an investment in the future;
- Educational institutions play a central role in the development of human capital;
- Employees need to improve their skills;
- Training enhances employability;
- Training can compensate for skill shortage

Afe (2002) considered education and training to be the most important investment in human beings. Thus, the definition of human capital is referred to as the knowledge, skills, competences and attitudes embodied in an individual that facilitates the creation of personal, social and economic well-being (Aina & Olanipekun, 2015).

The provision of formal education is seen as a productive investment in human capital. The theory considers the economic implication of the knowledge, skills, competences embodied within an individual. The theorist argued that any educated population is a productive population. Human capital is an important input for organizations especially for employee's continuous improvement mainly in knowledge, skills and abilities. This theory is suitable to this study in its emphasis on education, skills acquisition and training as a means of achieving productivity, workers efficiency and socio-economic development. To contribute significantly to economic growth and development, education must be of high quality and also meet the skill demands of the economy.

A functional and qualitative educational system can only be possible when there is an increase in the professional qualities of teachers. This is because no educational institution rises above the quality of the teachers who are the change agents in the system. The professional teachers are capable of translating the needed skills, attitude and knowledge not only to the learners but also to the society at large. The goals and objectives of the educational system can only be realized when teachers acquire relevant skills and trainings. Professional teachers have the competences required to perform the task of the teaching profession (Baggini, 2005). Professional teachers are educated and trained and they must have rich experiences in the field so that they would be able to perform the duties and functions of a teacher with maximum capability (Guerriero, 2018).

CONCEPTUAL REVIEW

Teachers Knowledge of Subject Matter and Work Performance

Subject matter knowledge refers to the teachers understanding of the subjects they teach as well as knowing the content of the subject. Teachers are supposed to teach something with regards to

their subject matter knowledge, and they can be said to be at the very heart of their teaching practices. Bisong (2005) and Uwatt (2001) opined that knowledge of subject matter is holistic and involves getting and utilizing available information that will enhance the teaching and learning of the subject. Knowledge of the subject matter does not end at just getting information about the subject but also includes the skills to impart it to the learners.

Amale (2014) and Anyaogu and Anugom (2013), submitted that strong subject knowledge is the most important component of being a teacher and it essential for a teacher to show strong subject knowledge in the subject they teach. Subject matter is a major element of what is transferred along with teaching skills. It has a very important role to play because high quality teaching rests on teachers' understanding of what they are teaching, knowing the structure and the sequencing of concepts, developing factual knowledge essential to the subject and guiding their students into different ways of knowing the subject. It is therefore logical that teachers with mastery of their subject knowledge would be particularly effective in conveying it to students. It is also clear that where there is a lack of subject expertise, or it is unevenly spread across teaching groups, then the quality of teaching and students' results are at risk (Smithers & Robinson, 2005).

Teachers who are experts in their subject matter can better implement their planned lesson and keep students proficiently active in the classroom. Students respect and are ready to learn more from teachers who have good command on the concepts of the subject they teach. According to Borko (2004), the soil of effective teaching and learning activity is a good command of subject matter. Many studies have supported the notion that teachers who teach the subjects that they had previously studied in-depth are particularly effective. Olisama et al. (2011) agreed that teachers command over subject matter is a major contribution towards students motivation because, students go to school for the purpose of learning various knowledge, skills and behaviour.

Harris et al. (2007) stated that the knowledge of subject matter is a pre-requisite for effective classroom instruction. A teachers understanding of subject facts, concepts, principles, methodology and important generalizations determines their pedagogical thinking and decision making.

Jadama (2014) argued that the in-depth knowledge of subject matter which teachers teach enables them to use various methodologies suitable to deliver lessons. The full understanding of content makes the teacher confident about selecting of teaching strategies and skills which are best for students' understanding. Some students demand detailed clarification on any topic and this is only possible when the teacher has command over it. Teachers' expertise and latest knowledge of content has a great positive effect on the teaching and learning process. Students are able to learn, practice and apply the knowledge and skills acquired in their daily lives. Thus, teachers who are knowledgeable in the subject matter they teach are confident and loved by students. The less expert teachers cannot satisfy the needs of students learning and are ineffective in their profession. Without the in-depth command of content, teachers cannot implement lesson plan and instructional strategies in an effective way.

According to Dessimone (2009), an effective teaching of subject matter depends on the level of understanding and in-depth knowledge that the teacher demonstrates. Competence is a key to both providing quality education and maintaining a teaching profession which is held in high esteem. Ademulegun (2001) explained that students who are taught by more qualified and experienced teachers in terms of subject matter performs better than those taught by far less

qualified and experienced teachers. This means that the teachers knowledge of subject matter affects their capacity to simplify content to assist students understanding of the subject.

Teachers' professional performance is related to teachers subject knowledge and their ability to plan and structure the knowledge content. Since the main duty of teachers is to get students to learn, they are to remove the obstacles in learning the subject they are taught. If the teacher's work is to be fruitful, they have to be knowledgeable in what they teach, how to teach it and how the students can understand it.

Job Performance

Job performance is a concrete assertion that is as a result of concrete evidence on a particular task area. Performance is measured in terms of job responsibility. Performance is not dependent outside organizational terms and conditions. Performance is one of major essence of the establishment of an organization. In every organizational setup, there are goals and objectives to be achieved. In order to pursue these goals and objectives, there are units of responsibilities and functions meted to the workers according to functional abilities. Organizations that do not perform well in the task or job performance areas may not attract good number of clients. Motowidlo (2003) explained that job performance is the total expected value to the organization of discrete behavioural episodes that an individual carries out over a standard period of time. Usually employees who are able to perform better will have higher priority in being hired compared to those low performers. This is because, organizational success is usually based on the organizational performance which is largely depending on the performance of every single employee in the organization (Ololube et al., 2009). Oyewole (2011) claimed that in order to define job performance, one should know how to distinguish it into two different aspects which are the behavioural aspect and also the outcome aspect. Both of these aspects are somehow related but they are not fully similar. The outcome aspect of job performance according them represents the consequence or result generated by the employee's behaviour. Job performance in terms of outcome aspects is based on factors other than employee's behaviour. That means job performance is viewed as result of a series of behaviours.

Motowidlo (2000) saw job performance as the employee's proficiency in generating products or services or outcomes that directly or indirectly contribute to the technical core of the organization. It is also the issue of employee's effectiveness in performing duties that are formally under their responsibility and contribute to the organizational technical core (Nakpodia, 2015). He further explained that, job performance include activities of employee's that can lead to effectiveness of a company or organization even though those activities are out of the range of their specific areas.

Highly performing employees are needed to attain organizational goals and to keep the institution or organization in achieving competitive advantage (Ololube et al., 2013). In order to achieve high productivity in an organization there is need to discover methods that can be used to improve the employee's performance. Meni (2009) explained that, a great effort is necessary for the employees to attain high performance in job, when the employees are satisfied with their jobs, they tend to be motivated, are willing to put more efforts and commit more in their jobs. This then leads to the attainment of the organizations goals. In simple words, employee's satisfaction play important role towards the successfulness of an organization, particularly in achieving higher level of employee's job performance.

Emphasizing on the measurement of job performance, Campbell cited in Cook (2008) explained that given the centrality of job performance in organizations, it becomes clear that the measurement of individual performance should capture job performance as reliable and valid as possible. He further stressed that rating scales, tests of job knowledge, hand on job samples and archival records can be used to assess job performance in any given organization. Valine (2004) stressed that the notion that employee performance is a natural product of satisfying the needs of employees in the organization, removes the organizational advantage. Organizations that are able to make their employees happy will have more productive employees.

Teachers Professional Attitude and Work Performance

Teachers' professional attitude is the mindset that affects how the teacher thinks or acts. It can influence their performance and efficiency in their assigned tasks of the teaching profession. How well teachers plan and carry out the teaching-learning activities is determined by the attitude the teacher displays in the classroom. According to Okeke (2004), attitude of teachers and students influence instructional practice. Many teachers may be unaware of their dispositions towards students in the classroom, but their students become aware of them. Teachers with good professional competent and interpersonal skills are more effective in the classroom and learners display positive and mental alertness (Maliki, 2013). Teachers attitude affect their level of commitment to their duties, the way they teach and treat students as well as how they perceive their professional development (Obanya, 2010).

Teachers who have a positive professional attitude would consider the teaching career as much more than a job and get the most out of it. They find greater fulfillment and motivation to do their best in their power to make it a great success. Malikow (2005) asserted that teachers who have high expectations for their students and insist on promoting learning for all students tend to be more effective. Teachers will perform their work better when they are happy to do what they are doing. They do well in the profession and to see the difference they are making in peoples' lives. Teachers' professional attitude enables the teacher to strive to be the best and top quality teacher.

Maliki (2013) and Nwachukwu and Nwosu (2014), pointed out that what makes a teacher great is the caring about ideas, values, fascination with the potential for growth within students and the zeal about doing things well and striving for excellence. Some important features of a great teacher include:

- **Passion for teaching and learning:** The teacher who teaches passionately will help students understand effectively.
- **Respect for students:** When learners see the teacher as caring, their willingness to learn increases. Respect for students as individuals and learners is essential in the teaching profession.
- **Love for profession:** Passion for teaching emanates from the teachers love for his profession. Improvement in the field of teaching does not occur without love for the profession. The great teacher is informed about new ideas in this field and tries to keep abreast of them to advance his skills and knowledge base. Exhibiting enthusiasm for the subject matter that he is teaching will feed students' excitement and interest.

- **Being aware of the worth of schools in students' lives:** Students are not only taught to learn but also gain real life experiences through the teachers' leadership in every field of learning.
- **Good communication:** Great teachers use verbal and non-verbal skills effectively in giving instruction, feedback and providing students with knowledge.

METHODS

Research Design

This study adopted both descriptive and correlational research designs. Descriptive survey research determines information as they currently exist in the population. It shows what exist in the population at the time of investigation. On the other hand correlational research design determines the relationship between two or more variables. These research designs are appropriate for this study due to the nature of research questions and null hypotheses.

Population of the Study

The population of this study comprised of all teachers of the public secondary schools in Bayelsa State which comprised the total of 3862 teachers in the eight local government area of Bayelsa State.

Sample and Sampling Technique

The sample size for this study consisted of 386 teachers. This was arrived at using simple random sampling technique to select 4 Local Government Areas, from where stratified random sampling technique was used to select 2 schools each from the 4 Local Government selected. This gave a total of 8 schools from where the sample size was drawn. The four local government selected represent 50% of the total population.

Instrumentation

The instrument for data collection for this study was tagged "Teachers Subject Knowledge and Attitude Questionnaire (TSKAQ) and Teachers' Job Performance Questionnaire (TJPQ). The questionnaire was divided into three sections. Section 'A' elicited responses on the demographic variables of the respondents; section 'B' addressed the research questions, while section 'C' provided items for work Performance questionnaire. The four point Likert Scales of Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1, was used to elicit response from respondents on their degree of agreement to each research question item.

Validity of the Instrument

To ensure the validity of the instrument, the research questionnaire was given to the three experts in the Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria to access in order to validate the content of the instrument. Their

observations, comments and suggestions were used to improve on the quality of the instrument to make it valid.

Reliability of the Instrument

A test–retest method was used to obtain the reliability of the instrument. The researcher administered twenty copies of the instrument to twenty teachers outside the study sample. Two weeks later, the same instrument was re-administered to the same respondents. It was also retrieved after three days. Cronbach Alpha method was used in determining the reliability of the instruments. The Teachers Subject Knowledge and Attitude Questionnaire (TSKAQ) yielded a reliability of .781 while the Teachers’ Job Performance Questionnaire (TJPQ) yielded a reliability coefficient of .892

Method of Data Collection

A total of three hundred and eighty six copies of the questionnaire for this study was distributed personally by the researcher and a research assistant. The questionnaire was administered through direct delivery and recovery of the copies to facilitate a high percentage of recovery.

Method of Data Analysis

For the purpose of data analysis, numerical values were assigned to each of the response scale as follows: Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. Based on this, a criterion mean of 2.5 was employed to judge the mean response of respondents. In analyzing the data mean and standard deviation was used as statistical tools to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance.

RESULTS

Table 1: The percentage distribution and collection of questionnaires

S/No	Respondents	Questionnaire	Questionnaire	Percentage
1	386	Distribution 386	Retrieved 356	Response 92.2%

Table 1 above indicates that 356 questionnaires were completed and returned out of 386. This represents 92.2 percent response rate.

Answers to Research Questions

Research Question 1: To what extent do teachers’ knowledge of subject matter influence their performance at work based on gender?

Table 2: Mean responses of male and female teachers on how teachers' knowledge of subject matter influence their performance at work in Bayelsa State

S/N	Item	Male (n=230)			Female (n=126)		
		\bar{X}_1	SD	Rmks.	\bar{X}_2	SD	Rmks.
1	Teachers who have a deep grasp of their teaching subject demonstrate creativity in teaching	3.26	.79	VGE	3.22	.79	VGE
2	Students desire to learn is strengthened by the teacher's in depth knowledge of subject matter	3.35	.82	VGE	2.90	.99	VGE
3	Teachers with specialized knowledge carry out assessment and evaluation based on the established subject curriculum.	3.17	.92	VGE	3.19	.94	VGE
4	Teachers effectiveness in the use of relevant instructional is directly proportional to their subject matter knowledge	3.59	.65	VGE	3.49	.64	VGE
5	Knowledge of subject matter enables teachers to carry out classroom instructional task with confidence	3.45	.65	VGE	3.56	.66	VGE
6	The teacher attends and responds to questions of students by providing relevant information that enables students gain a better understanding of the subject	3.13	.85	VGE	3.02	.93	VGE
Grand Mean		3.33	0.78	VGE	3.23	.83	VGE

Table 2 shows that in item 1, male teachers have mean of 3.26 while female teachers have mean of 3.22 which connotes that both respondents accepted that Teachers who have a deep grasp of their teaching subject demonstrate creativity in teaching in Bayelsa state. In item 2, male teachers have mean of 3.35 while female teachers have mean of 2.90 which implies that both respondents agreed that Students desire to learn is strengthened by the teacher's in depth knowledge of subject matter. In item 3, male teachers have mean of 3.17 while female teachers have mean of 3.19 which is an indication that both male and female teachers agreed that teachers with specialized knowledge carry out assessment and evaluation based on the established subject curriculum. In item 4, male and female teachers have mean 3.59 and while female teachers have mean of 3.49 respectively which implies that the respondents consented that Teachers effectiveness in the use of relevant instructional is directly proportional to their subject matter knowledge. In item 5, male teachers have mean of 3.45 while female teachers have mean of 3.56 which implies that both respondents agreed that Knowledge of subject matter enables teachers to carry out classroom instructional task with confidence. In item 6, both male and female teachers have mean of 3.13 and 3.02 respectively which shows that both respondents agreed that teachers attends and responds to questions of students by providing relevant information that enables students gain a better understanding of the subject.

In summary, with the average mean of respondents greater than the criteria mean of 2.50; both male and female respondents agree that teachers' knowledge of subject matter to a very great extent influences their performance at work in Bayelsa State.

Research Question 2: To what extent does a professional attitude of teachers influence their work performance based on gender?

Table 3: Mean Responses of Male and Female Teachers on the extent attitudes of teachers influence their work performance in Bayelsa State

S/N	Item	Male (n=230)			Female (n=126)		
		\bar{X}_1	SD	Rmrks.	\bar{X}_2	SD	Rmks.
7	Teachers who are committed to their job promote confidence and self-esteem of students	3.13	.74	VGE	2.83	1.02	VGE
8	Teachers attitude affect their regularity and punctuality to school.	3.04	.91	VGE	3.06	.71	VGE
9	Teachers' attitude enhances students active participation in class and motivate them to take part in co-curricular activities	3.63	.64	VGE	3.43	.91	VGE
10	Teachers who are resourceful serve as role models to student and maintain discipline in a firm but caring manner	3.17	.87	VGE	3.04	1.11	VGE
11	Teachers with a passionate attitude to work, inspire and encourage team work among students	3.28	.90	VGE	3.38	0.83	VGE
12	Teachers demonstrate a genuine concern for students' development as a result of positive attitude toward teaching.	3.51	.61	VGE	2.98	1.04	VGE
Grand mean		3.30	0.78	VGE	3.12	.93	VGE

Table 3 show that in item 7, male teachers have mean of 3.13 while female teachers have mean of 3.30 which means that male respondents agreed that Teachers who are committed to their job promote confidence and self-esteem of students to a high extent, while female agreed that to a moderate extents. In item 8, both male and female respondents have mean of 3.04 and 3.06 respectively which indicates that both respondents agreed to a high extent that teachers attitude affect their regularity and punctuality to. In item 9, male teachers have mean of 3.63 which means that male teachers agreed to a very high extent that teachers' attitude enhances students active participation in class and motivate them to take part in co-curricular activities while female teachers have mean of 3.43 which means that female teachers agreed to a high extent the teachers agreed that that teachers' attitude enhances students active participation in class and motivate them to take part in co-curricular activities. In item 10, male and female teachers have mean of 3.17 and 3.04 respectively which implies that both respondents agreed to a high extent that teachers who are resourceful serve as role models to student and maintain discipline in a firm but caring manner. In item 11, male and female teachers have mean of 3.28 and 3.38 respectively which means that the respondents agreed that teachers with a passionate attitude to work, inspire and encourage team work among students to a high extents. In item 12, male teachers have mean of 3.51 while female teachers have mean of 2.98 which indicates that male teachers to a very high extent agreed that Teachers demonstrate a genuine concern for students' development as a result of positive attitude toward teaching while the female respondents agreed to a moderate extent.

In summary, with the average mean response of male and female teachers greater than the criteria mean of 2.50; both male and female respondents agree to a great extent professional attitude of teachers influence their work performance in Bayelsa State.

Hypotheses Testing

Hypothesis One: There is no significant relationship between teachers' mastery of subject matter and work performance in public secondary schools in Bayelsa State.

Table 4: Relationship between teachers' mastery of subject matter and work performance in public secondary schools in Bayelsa State

		Teachers mastery	Teachers' work performance
Teachers mastery	Pearson Correlation	1	0.65**
	Sig. (2-tailed)		.000
	N	356	356
Teachers' work performance	Pearson Correlation	0.65**	1
	Sig. (2-tailed)	.000	
	N	356	356

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4 shows that the correlation coefficient (which is a measure of relationship between teachers' mastery of subject matter and work performance) is significant at 0.05 level of significance. The null hypothesis that there is no significant relationship between teachers' mastery of subject matter and work performance in public secondary schools in Bayelsa state is rejected. The alternate hypothesis is accepted. The result of this hypothesis is that there is significant relationship between teachers' mastery of subject matter and work performance in public secondary schools in Bayelsa State.

Hypothesis Two: There is no significant relationship between teachers' professional attitude and work performance in public secondary schools in Bayelsa State.

Table 5: Relationship between teachers' professional attitude and teachers' work performance in public secondary schools in Bayelsa State

		Teachers professional attitude	Teachers' work performance
Teachers professional attitude	Pearson Correlation	1	0.64**
	Sig. (2-tailed)		.000
	N	356	356
Teachers' work performance	Pearson Correlation	0.64**	1
	Sig. (2-tailed)	.000	
	N	356	356

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 5 shows that the correlation coefficient (which is a measure of relationship between teachers' professional attitude and teachers' work performance) is significant at 0.05 level of significance. The null hypothesis that there is no significant relationship between teachers' professional attitude and teachers' work performance in public secondary schools in Bayelsa State is rejected. The alternate hypothesis is accepted. The result of this hypothesis is that there is significant relationship between teachers' professional attitude and teachers' work performance in public secondary schools in Bayelsa State.

DISCUSSION OF FINDINGS

How Teachers' Knowledge of Subject Matter Influence their Performance at Work

The first finding of the study is that Teachers' knowledge of subject matter influences their performance at work in Bayelsa State; teachers who have a deep grasp of their teaching subject demonstrate creativity in teaching, students desire to learn is strengthened by the teacher's in depth knowledge of subject matter, teachers with specialized knowledge carry out assessment and evaluation based on the established subject curriculum, teachers effectiveness in the use of relevant instructional is directly proportional to their subject matter knowledge, knowledge of subject matter enables teachers to carry out classroom instructional task with confidence, and the teacher attends and responds to questions of students by providing relevant information that enables students gain a better understanding of the subject. In the same vein, the result of the hypothesis test revealed that there is a significant relationship between teachers' mastery of subject matter and work performance in public secondary schools in Bayelsa State.

This is in consonance with Bisong (cf., 2005) and Uwatt (cf., 2001) who opined that knowledge of subject matter is holistic and involves getting and utilizing available information that will enhance the teaching and learning of the subject. Knowledge of the subject matter does not end at just getting information about the subject but also includes the skills to impart it to the learners. Furthermore, Ojisama et al. (cf., 2011) agreed that teachers command over subject matter is a major contribution towards students' motivation because; students go to school for the purpose of learning various knowledge, skills and behaviour.

Extent Professional Attitude of Teachers Influence their Work Performance

The third findings of the study is that professional attitude of teachers influence their work performance to a high extent in public secondary school in Bayelsa State, teachers who are committed to their job promote confidence and self-esteem of students, teachers attitude affect their regularity and punctuality to school, teachers' attitude enhances students active participation in class and motivate them to take part in co-curricular activities, teachers who are resourceful serve as role models to student and maintain discipline in a firm but caring manner, teachers with a passionate attitude to work, inspire and encourage team work among students and teachers demonstrate a genuine concern for students' development as a result of positive attitude toward teaching. Result from hypothesis indicates that there is a significant relationship between teachers' professional attitude and work performance in public secondary schools in Bayelsa State.

This finding corresponds with Maliki (cf., 2013) who opined that teachers with good professional competent and interpersonal skills are more effective in the classroom and learners display positive and mental alertness. In the same vein, Malikow (cf., 2005) asserted that teachers who have high expectations for their students and insist on promoting learning for all students tend to be more effective.

CONCLUSION

This study investigated teachers' profound subject knowledge and attitude for effective job performance in public secondary schools in Bayelsa State. It is significantly acknowledged that

teachers who have profound subject knowledge and attitude tends to be effective job performance in public secondary schools. It was concluded that professionalism enhances teachers work performance in public secondary school in Bayelsa State.

Recommendations

The following recommendations are put forward in line with the findings and conclusion of this study:

- School administrators should make working environment conducive for teachers to adopt professionalism and improve their profound subject knowledge.
- Teachers attitude affect their regularity and punctuality to school, it is on this premise that teachers are advised to put on professional attitude.

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