

EDUCATION
FOR
TODAY

Vol. 13(1) March, 2017

IBADAN UNIVERSITY LIBRARY



*Journal of Faculty of Education
University of Calabar, Calabar - Nigeria*

EDUCATION FOR TODAY
Vol. 13(1) March, 2017
ISSN 1596-0773



Journal of Faculty of Education
University of Calabar
Calabar – Nigeria.

Copyright © EDUCATION FOR TODAY Vol. 13(1) March, 2017.

Education for Today is a publication of the Faculty of Education
University of Calabar
Calabar - Nigeria.



Published
by
University of Calabar Press
Calabar – Nigeria.

ISBN: 1596-0773

All Rights Reserved:

No part of this Journal may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the Faculty of Education, University of Calabar, Calabar, Nigeria.

EDITORIAL BOARD

Education For Today
Vol. 13(1) March, 2017
ISSN: 1596-0773



Editor-in-Chief	Prof. Chris C. Chukwurah Faculty of Education, University of Calabar, Nigeria.
Editor	Dr. Dada Ouseyi Akintunde University of Calabar, Nigeria
Managing Editors	Prof. L. O. Jida University of Calabar, Nigeria Associate (Prof.) Omogun Ajayi University of Calabar, Nigeria Dr. B. A. Basse University of Calabar, Nigeria Dr. David A. Alawa University of Calabar, Nigeria Dr. L. U. Akah University of Calabar, Nigeria
Consulting Editors	Prof. Ngozi Osirenren University of Lagos, Nigeria Prof. J. I. Iheanacho University of Jos, Nigeria Prof. I. A. Nwazuoke University of Ibadan, Nigeria Prof. E. Osinem University of Nsukka, Nigeria Prof. Obi Okonkwo Nnamdi Azikwe University, Awka Prof. A. E. O. Esu University of Calabar, Nigeria Prof. Innocent Enuokoha University of Calabar, Nigeria Prof. Abang Isangedighi University of Calabar, Nigeria Prof. Robert Etor University of Calabar, Nigeria Prof. Sarah Oden University of Calabar, Nigeria Prof. Susan Umoh University of Calabar, Nigeria Prof. (Mrs.) Alice Asim University of Calabar, Nigeria Prof. S. I. Akpama University of Calabar, Nigeria Prof. (Mrs.) N. C. Emeribe University of Calabar, Nigeria

TABLE OF CONTENTS

Authors	Articles	
<i>Abeng, Christiana Oliver & Ikutal Ajigo</i>	Entrepreneurial Skill Improvement Needs of Entrepreneurs for Successful Management of Small Scale Enterprise in Obubra Local Government Area of Cross River State	1-12
<i>Akpama, S. I. Bessong, C. D. & Bessong, N. O.</i>	Attainment of the Sustainable Development Goals (SDGS): The Relevance of Adult Basic Education	13-19
<i>Dr. Anieftok Oswald Edet & Dr. Etim Okon Osika</i>	Exploring Alternative Strategies of Financing Public Secondary Schools for Sustainable Development in Cross River State, Nigeria	20-26
<i>Beshel, Cecilia Akpana Ph.D, Andong, Helen A. Ph.D & Asuquo, Glory Bassey</i>	Reducing Poverty: The Imperative of Cooperative Societies	27-38
<i>Clement Majebi Dania, Ph.D John O. Joseph & Orim, R. E.</i>	Instructional Strategies and Students' Academic Achievement in Science Education: Imperative of Skinner's Behaviorism Theory of Learning	39-43
<i>Cornelius-Ukpepi, B. U. Ph.D K. Ihu, Ntite Orji & Domike, G.</i>	Promoting Peace Through Civic Education for Sustainable Development at the Primary School in Nigeria	44-49
<i>Dr. Augustina Izadi Anakwe</i>	Comparative Analysis of Gender Differences and Adjustment Capacities among Secondary School Students in Kaduna State	50-54
<i>Dr. (Mrs.) Susan N. Obasi</i>	Implementing Lifelong Learning Under Sustainable Development Goals in Nigeria: Imperative for Adult Education	55-62
<i>E.S. Uko & Nnaji E. S.</i>	Educational Accountability and Sustainable Quality Secondary Education in Calabar Metropolis, Cross River State	63-74

<i>Eyong, Isu Usang, Robert, Blessing Etukudo & Angrey, Cecilia U</i>	Computer Skills Acquisition and Employability of Post-Graduate Students in the University of Calabar	75-81
<i>Festus Obun Arop</i>	Administration and Supervision of School Punishment in Cross River State Legal Implications for School Administrators	82-90
<i>Idongesit Emmanuel Ephraim & Paulina M. Anake (Ph.D)</i>	Restrategizing Biodiversity restoration and Management for Sustainable Development in Nigeria	91-96
<i>Imo Martin Obot (Ph.D)</i>	Philosophical Concepts of Equality and Effective Implementation of SDGs 2030 through Equality of Educational Opportunity (EEO) in Nigeria	97-104
<i>Abeng, Christiana Oliver & Obinnaya, E. Chinemerem</i>	Improving Entrepreneurship Education for Sustainable Industrial Transformation and Development in Nigeria	105-112
<i>Arop, Festus Obun & James, Kingsley Okon</i>	Administrative Practices and Quality Assurance in Public Secondary Schools in Calabar Education Zone, Cross river state	113-125
<i>Dr. Clement Majebi Dania Orim, R. E. & Banjo, James O.</i>	Gender Participation in Basic Science Courses at the Nigeria Certificate in Education	126-136
<i>Kelechi U. Lazarus Ph.D & Muritala, Abd-Razaq</i>	Influence of Teacher Competences on Reading Comprehension Achievement Among Students With Learning Disabilities in Ibadan North Local Government Area, Oyo State	137-147
<i>Nja, Cecilia O. Idiege, Kimson J. & Obi, Joy J.</i>	Effect of the Use of ICT on Chemistry Performance.	148-153
<i>Nna, Confidence Chukwunyere Orakwelu, Lilly Uju & Anieheobi, Chidimma Stella</i>	Innovative Ways of Managing Secondary School Teachers in 21 st Century for Poverty Reduction in Rural Communities in Etche Local Government Area of Rivers State, Nigeria	154-163

<i>Ojile E. A. (Ph.D) & Tijani O. A</i>	Education for Sustainable Economic Development in Nigeria: The Contending Issues	164-170
<i>Olorunmolu Joseph Oye & Mrs. Esther Agbede</i>	Meeting the Sustainable Development Goals (SDGs) Through Vocational Business Education in Nigeria	171-176
<i>Onnoghen, Nkanu Usang & Undie, Joseph Bekeh</i>	Discouraging Political Violence: Towards a Better Political Culture for Sustainable Development in Nigeria	177-184
<i>Onyinye Chuktu, & Fidelis Aduma Wonah</i>	Gender Difference and Admission Ratios into Faculty of Education in University of Calabar: Towards Sustainable Educational Development in Cross River State, Nigeria	185-189
<i>Orim, Faith & Edam-Agbor, Imelda</i>	ICT and Effective Management of Student's Academic Records in Cross River University of Technology (CRUTECH)	190-194
<i>Pauline Ekpang & Lucy Arop</i>	Counselling: A Catalyst for Academic Advancement and Career Choice among Tertiary Institution Students in Cross River State, Nigeria	195-205
<i>Dr (Mrs) M. A. Sule & Essien, E. Sunday</i>	Effective Supervision of Higher Education Programmes: A Tool for Sustainable Development in Cross River State, Nigeria.	206-213
<i>Dr. (Mrs) Udeme & Akaninyene Umo</i>	Managing Stress as a Panacea for Mental Health of Individuals	214-218
<i>Dr. (Mrs.) Uko, Esther S. & Igbineweka, Paul O.</i>	Entrepreneurial Initiations and Knowledge Integration in Public Secondary Schools in Calabar Municipal Local Government Area of Cross River State, Nigeria	219-224
<i>Undie, Joseph Bekeh & Onnoghen Usang Nkanu</i>	Promoting of Cultural Foods to Reduce the Risk Of Industrially Made Foods: A Necessity Towards Ensuring Healthy Lives in Nigeria	225-231

<i>Uko, E. S. Obeten, O. O. & Ekaette, S. O</i>	Managing Quality Education in the 21 st Century for the Achievement of Sustainable Development Goals in Nigeria	232-238
<i>Unimna, Fidelis Abunimye (PhD) Adie, Boniface Akwagiobe Essien, Essien Ekpenyong (PhD) & Agbor, Louis Friday</i>	Social Studies Education as a Tool for Building an Inclusive and Integrated Development Strategy Towards Solving Climate Change in Nigeria	239-247

INFLUENCE OF TEACHER COMPETENCES ON READING COMPREHENSION ACHIEVEMENT AMONG STUDENTS WITH LEARNING DISABILITIES IN IBADAN NORTH LOCAL GOVERNMENT AREA, OYO STATE

By
Kelechi Uchemadu Lazarus Ph.D
&
Muritala, Abd-Razaq

Abstract

This study investigated the relationship between teacher competences (subject mastery, teaching methodology and compliance with teaching obligations) and reading comprehension achievement of students with learning disabilities in Ibadan North Local Government Area of Oyo State, Nigeria. The study adopted a survey design. Thirty (30) Senior Secondary Class 2 students, from six schools identified as having learning disabilities in reading comprehension participated in the study. Four instruments were used in the study. These were the Learning Disability Evaluation Scale Renormed, Second Edition (LDES-R2) for screening students for learning disabilities ($r = 0.75$), the Reading Comprehension Test (RCT) ($r = 0.81$), Teachers' Competence and Performance Questionnaire (TCPQ) ($r = 0.85$) and the Achievement Test in Reading Comprehension (ATRC) ($r = 0.70$). Data collected were analyzed using the Pearson's product moment correlation and multiple regression analysis. Two research questions and three hypotheses generated were tested at 0.05 level of significance. The results revealed that there is a significant joint relationship between reading comprehension achievement of students with learning disabilities and teacher competences in terms of teacher mastery of subject matter, teaching methodology used by teachers and compliance with teaching obligations by teachers of students with learning disabilities. When the independent variables were considered as individual variables, subject mastery ($\beta = .353$, $P < .05$), made the most contribution to the dependent variable, followed by teacher compliance with teaching obligations ($\beta = .244$, $P > .05$), and then teaching methodology ($\beta = .236$, $P > .05$). On the basis of these findings, recommendations were made which included that teachers of students with learning disabilities should have: adequate mastery of subject matter and up to date lesson plans. They should use a variety of appropriate teaching methods and always identify with professionals bodies in the field of special needs education as they comply with teaching obligations.

Key words: reading comprehension, teacher competences, students with learning disabilities, subject mastery, teaching methods and obligations

Introduction

Secondary school students with learning disabilities have general intellectual potential that is sometimes as high as, or even higher than that of their counterparts without learning disabilities. However, these students often face enormous challenges as a result of increased academic demands in schools, especially, in reading complex and variety of texts (National Joint Committee on Learning Disabilities, 2008). In specific terms, one major

area of skill deficit among students with learning disabilities is the area of reading comprehension. For several of them, the ability to understand information in written text, develop and interpret meaning, and use the meaning as appropriate to the type of text, purpose and situation is a Herculean task. In some cases, they have difficulty with basic reading skills such as word recognition and decoding. They may read aloud with little difficulty but may not understand and

remember what they've read. Their phrasing and fluency are often weak. They frequently avoid reading and become frustrated with reading tasks in school. Naturally, reading comprehension problems affect many academic areas (Lerner & Kline, 2006).

Reading comprehension is one of the pillars of the act of reading. Therefore, difficulties in this skill area need not to be ignored by educators and reading specialists. Thus, educators stress the need to remediate reading comprehension difficulties. In line with this objective, teachers of students with learning disabilities are required to display good knowledge in the subject area of reading as well as sound and holistic pedagogical competences. The practice is that for effective impact on students with learning disabilities, teachers must be able to refine, encourage the practice of and reinforce appropriate reading comprehension strategies among their students continually. This study, therefore, is concerned with how teachers can harness every necessary competence skill area into the academic improvement of secondary school students with learning disabilities who have difficulties understanding written texts.

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. Effective teachers possess adequate competences to organize and enforce these activities. According to Slavik (2008) competence is understood as excellent capability. Competence includes knowledge, skills, attitudes, and experiences. All of these are considered major target behaviours in the teaching profession. This implies that competence involves ability to perform or carry out defined tasks in a particular context, at a high level of excellence. Competent teachers would also create classroom conditions and climate, which are conducive for student learning. Teacher competence has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills,

evaluation competences and classroom management skills. While the teacher would require all these dimensions to a reasonable extent, it is in the manifestation of these in an integrated manner that makes him effective in the classroom context (Employment Studies Institute, 2012).

According to the National Board for Professional Teaching Standards (NBPTS) (2002), a body established by the United States of America, to identify and recognize teachers who effectively enhance students' learning and demonstrate high level of knowledge, skills, abilities and commitment, competent teachers are those who are:

- (i) Committed to students and their learning.
- (ii) Know the subjects they teach and how to teach those subjects to students.
- (iii) Are responsible for managing and monitoring student learning.
- (iv) Think systematically about their practice and learn from experience.
- (v) Are members of learning communities.

In view of the foregoing, this study focused on three competence areas of teachers of students with learning disabilities namely: subject mastery, teaching methodology and compliance with teaching obligations. Darling-Hammond (2000) reported a study carried out by the National Commission on Teaching and American's Future on the relationship between teachers' mastery of subject matter and other school variables such as class size and the achievement of students. The result showed that students who were assigned to several ineffective teachers in a class have significantly lower achievement and gains, than those who were assigned to several highly effective teachers. Harris and Sass (2008) equally observed that teachers mastery of subject matter and knowledge of teaching methodology have a significant effect on students' achievement in reading comprehension. Adediwura and Bada (2007)

stated in their study that nobody could teach what he does not understand or know. They further maintained that teachers must thoroughly understand the content of what they teach.

In other words, teachers whose understanding of topic is thorough use clearer language, their discourse is more connected, and they provide better explanations than those whose background is weaker. The way the students perceive the teaching in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. Because of this, the teacher should therefore master the subject matter before teaching commences. Most teachers go into teaching without knowing what to teach. It is to be noted that pedagogical knowledge is not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter. In addition, learners' motivation to learn improves with teachers' mastery of subject matter that is effectively utilized in the class (Colbert, Brown, Choi, & Thomas, 2008). This underscores the importance of subject mastery by the teacher in enhancing quality teaching.

Peter (1997) and Ball (1991) reported that training teachers on how to teach enables them to prepare for teaching. This implies that method of teaching is more than just the delivery of facts and information and the teachers general aim of teaching is to assist students to develop knowledge, skills, attitudes and values. It is through the teachers' method of teaching that they are able to help their learners to learn and understand content of the subject.

Furthermore, Shantz and Latham (2012) found that teachers with good knowledge of methods of teaching are able to plan and teach the lesson by way of highlighting the main points of the lesson to learners while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. According to Douglas

(2009) teachers lacking basic coursework in educational strategies and methods are found to have difficulties in classroom management and lack teaching strategies required to determine student weaknesses and learning difficulties. Kamamia, Ngugi and Thinguri (2014) revealed that when a student teacher is able to interpret and apply the subject matter knowledge learnt in class, it makes a huge impact on the learner and the student teachers are able to make a contribution to positively change their environment.

Anderson (1991) in his study found out that educators have come to realize that any meaningful improvement in the education that students receive is highly dependent on the ability of teacher to adhere strictly to teaching obligations. Darling-Hammond (2000) in his study emphatically showed that teacher quality whether measured by content, experience, training and credentials or general intellectual skills is strongly observable by ability to comply with teaching obligations and significantly related to students' achievement. Moreover, Kimberly (2009) stated that teachers must always be ready to comply with teaching obligations as this determines their professionalism to a very large extent in their area of study. Thus, assigning experienced and qualified teacher who enthusiastically complies with teaching obligations to low performing schools and students is likely to pay off in better performance (Adegbile & Adeyemi, 2008).

In contrast, Makinde and Tom-Lawyer (2008) reported no significant relationship between junior secondary school students' academic achievement and teacher compliance with teaching obligations. In view of this, this study examined whether three components of teacher competences: teacher subject mastery, teaching methodology used by the teacher and teachers' compliance to teaching obligations are related to achievement of students with learning disabilities in reading comprehension.

Purpose of the study

The study specifically investigated the joint and relative contributions of the independent variables (subject mastery, teaching methodology and compliance with

teaching obligations) to the achievement of students with learning disabilities in reading comprehension.

Research questions

- (1) What is the joint contribution of the independent variables (subject mastery, teaching methodology, and compliance with teaching obligations) to the achievement of students with learning disabilities in reading comprehension?
- (2) What is the relative contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligations) to the achievement of students with learning disabilities in reading comprehension?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- 1 There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teacher mastery of subject matter.
- 2 There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teacher compliance with teaching obligations.
- 3 There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teaching methodology of teacher.

Methodology

Research Design

This study is a survey research. This is because it investigated teacher competence as a determinant of reading comprehension among students with learning disabilities in senior secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria.

Population

The population of this study consisted of all secondary school students with learning disabilities in Ibadan North Local Government Area of Oyo State, Nigeria.

Sample and Sampling Technique

The participants of this study were thirty (30) Senior Secondary Class 2 (SS2) students with learning disabilities from six (6) secondary schools in Ibadan North Local Government Area of Oyo State. The schools were chosen randomly across the local government. The study made use of simple random sampling technique of the ballot method to select the schools across the local government area and purposive sampling to select the study participants in the schools.

Study participants included SS2 students with learning disabilities who were identified as having specific reading comprehension disability. To determine whether students have specific reading comprehension disability, the researchers administered a reading comprehension test tagged "The Reading Comprehension Test (RCT)" to all SS2 students with learning disabilities. Those students who scored below 80% in the test were adjudged as having specific reading comprehension disability. The respondents were both male and female students, within the age of 14 and 18 years.

Instrumentation

The study made use of four instruments namely: (i) Learning Disability Evaluation Scale Reformed Second Edition (LDES-R2) (ii) Reading Comprehension Test (RCT) (iii) Teachers' Competence and Performance Questionnaire (TCPQ) and (iv) Achievement Test in Reading Comprehension (ATRC).

The Learning Disability Evaluation Scale Reformed Second Edition (LDES-R2): This screening instrument was used to identify students with learning disabilities in this study. The LDES-R2 was developed to enable instructional personnel to document those performance/behaviours that represent characteristics of students with learning disabilities. It is divided into two sections. The first section consist of the respondents demographic characteristics such as gender, age, class, subject combination while the second section contains sixteen questions that cut across seven different learning disabilities.

This scale was developed by Stephen McCarney, and Arthaud (2007). The LDES-R2 was standardized on a total of 4,473 students, ages 6 through 18 years and grades 1-12. Test-retest reliability yielded correlation coefficient ranging from 60 through 70, indicating substantial reliability for each of the seven subscales. Coefficient for inter-rater reliability for the subscale ranged 68 to 83 for all age levels (0.75) while the content validity was established through the initial development process. The researcher adapted this instrument to suit the purpose of the present study. The researcher scored the sixteen questions adapted from the scale on a four-point scale with 4 indicating "Strongly Agree", 3 as "Agree", 2 as "Disagree" and 1 indicating "Strongly Disagree". The highest possible score is 64 (that is, 4×16). In this study, any score from 45 and above suggest students without learning disabilities.

The Reading Comprehension Test (RCT): This is a reading comprehension exercise designed for SS2 students. It consists of three comprehension passages. Students answered five questions at literal and inferential comprehension levels from each reading passage. In all, fifteen questions were answered. Those students who scored below 80% of the total obtainable 100 marks were adjudged to have reading comprehension disability. Following a trial-test, the reliability coefficient of the RCT was obtained ($\alpha = 0.81$) and this was adjudged to be reliable.

The Teachers' Competence and Performance Questionnaire (TCPQ): This is a self-designed instrument. In designing the questionnaire care was taken to select items that would yield responses that are related to the purpose of this study. The questionnaire has fifteen (15) items. Participants were instructed to signify their agreement or disagreement to the responses by ticking only one column out of the four columns provided for each question. The key is represented as follows: Strongly Agree (SA); Agree (A); Disagree (D) and

Strongly Disagree (SD). The items on the questionnaire were carefully designed to identify the relevance of teacher competence in reading comprehension ability of students with learning difficulty. Different variables were put into consideration such as age, sex, educational level, and educational qualification of parents of the respondents. Following a trial-test, the reliability coefficient of the TCPQ was obtained ($\alpha = 0.85$) and this was adjudged to be reliable.

Achievement Test in Reading Comprehension (ATRC): The test is a self-designed reading comprehension test for SS2 students. Its purpose was for gathering data on reading comprehension ability of participants. The test consists of four passages and twenty questions based on the passages read, that is five questions per reading passage. The test was graded over 20. Following a trial-test, the reliability coefficient of the ATRC was obtained ($\alpha = 0.70$) and this was adjudged to be reliable.

Procedure for Test Administration

The questionnaires were administered personally by the researchers and the purpose of the study was explained to the respondents. The researchers were around to explain any aspect of the questionnaire that was not clear to the respondents.

Data Analysis

Pearson's Product Moment Correlation and Multiple Regression Analysis were used to analyze the research questions respectively.

Results

Research Questions

RQ 1: What is the joint contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligation) to achievement in reading comprehension of students with learning disabilities?

Table 1:

Joint contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligation) on achievement of students with learning disabilities in reading comprehension

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.641	.411	.343	3.8491			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	268.959	3	89.652	6.051	.003	Sig.
Residual	385.212	26	14.816			
Total	654.167	29				

Table 1 shows the joint contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligation) on achievement of students with learning disabilities in reading comprehension. The table also shows a coefficient of multiple correlation ($R = .641$) and a multiple R^2 of .411. This means that 41.1% of the variance was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at $P < 0.05$. The table also shows that the analysis of variance for the regression

yielded an F-ratio of 6.051 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

RQ 2: What is the relative contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligation) to achievement in reading comprehension of students with learning disabilities?

Table 2:

Relative contribution of the independent variables (subject mastery, teaching methodology and compliance with teaching obligation) on reading comprehension achievement of students with learning disabilities

Model	Unstandardized Coefficient	Stand. Error	T	Sig.
	B	Std. Error	Beta	Contribution
(Constant)	-2.407	3.520	.684	.500

Subject Mastery	.701	343	.353	2.046	.051
Teaching Methodology	.326	.253	.236	1.288	.209
Compliance with Teaching Obligation	.417	.283	.244	1.470	.154

Table 2 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights, viz: Subject mastery ($\beta = .353$, $P < 0.05$), Teaching methodology ($\beta = .236$, $P > 0.05$) and Compliance with teaching obligation ($\beta =$

$.244$, $P > 0.05$). This implies that when the variables are taken as individual variable, subject mastery made the most contribution to the dependent variable, followed by teacher compliance with teaching obligations

Testing of Hypotheses

Ho₁: There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teacher mastery of subject matter.

Table 3: Analysis of correlation between reading comprehension achievement of students with learning disabilities and teacher mastery of subject matter

Variable	Mean	Std. Dev.	N	R	P	Remark
Reading Comprehension Achievement	11.8333	4.7495	30	.528*	.003	Sig.
Teacher Mastery of Subj. Matter	10.1333	2.3887				

* Sig. at 0.05 level

It is shown in table 3 that there is a significant relationship between students with learning disabilities' achievement in reading comprehension and teacher mastery of subject matter ($r = .528^*$, $N = 30$, $P < 0.05$). This implies that teacher mastery of subject matter is a potent predictor of students with learning

disabilities' achievement in reading comprehension.

Ho₂: There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teacher compliance with teaching obligations.

Table 4:
Analysis of correlation between reading comprehension achievement of students with learning disabilities and teacher compliance with teaching obligations

Variable	Mean	Std. Dev.	N	R	P	Remark
Reading Comp.	11.8333	4.7495				
Achievement			30	.429*	.018	Sig.
Compliance with Teaching Obligations	9.0667	2.7784				

* Sig. at .05 level

It is shown in table 4 that there is a significant relationship between reading comprehension achievement of students with learning disabilities and teacher compliance with teaching obligation ($r = .429^*$, $N = 30$, $P < 0.05$). Thus, the null hypothesis is rejected. This implies that teacher compliance with

teaching obligations is a potent predictor of achievement of students with learning disabilities in reading comprehension.

H_0_3 : There is no significant relationship between students with learning disabilities' achievement in reading comprehension and teaching methodology of teacher.

Table 5:
Analysis of correlation between reading comprehension achievement of students with learning disabilities and teaching methodology of teacher

Variable	Mean	Std. Dev.	N	R	P	Remark
Reading Comp. Achiev.	11.8333	4.7495				
Teaching Methodology	10.3000	3.4456	30	.509*	.004	Sig.

*Sig. at .05 level

It is shown in table 5 that there is a significant relationship between students with learning disabilities' achievement in reading comprehension and teacher's teaching methodology ($r = .509^*$, $N = 30$, $P < .05$). Thus, the null hypothesis is rejected. This implies that teacher's teaching methodology is a potent predictor of achievement of students with learning disabilities in reading comprehension.

Discussion

The finding in this study has revealed that there is a significant relationship between reading comprehension achievement of students with learning disabilities and teacher mastery of subject matter. This finding has confirmed that it is of necessity that teachers master the subject matter before imparting it to learners since it enables the teacher to

adequately prepare for content delivery. In their preparations, teachers are required to simplify information in specific subjects for learners' understanding. This finding is consistent with those of Darling-Hammond (2000), The National Board for Professional Teaching Standards (NBPTS) (2002), and Adediwura and Bada (2007) who claimed that students tend to achieve better results when taught by teachers with better mastery of subject matter. This finding also corroborates Harris and Sass (2008) who observed that teachers mastery of subject matter and knowledge of teaching methodology have a significant effect on students' achievement in reading comprehension.

On the relationship between the teaching methodology used by the teacher and students with learning disabilities' achievement in reading comprehension, the finding of this study showed that there is a significant relationship between teaching methodology and students with learning disabilities achievement in reading comprehension. The finding is in line with Douglas (2009) who found that teaching methodology is a significant factor in the education of students with learning disabilities. The finding also corroborates that of Shantz and Latham (2012) who discovered that teaching methodology of teachers is an essential factor in the teaching and learning of all students including those with learning disabilities. The present finding also supports the views of Peter (1997) and Ball (1991) as they stated that teacher qualifications and teaching methodology were significant factors in the educational achievement of students.

In addition, on the relationship between reading comprehension achievement of students with learning disabilities and teacher compliance with teaching obligations, the present finding showed that there is a significant relationship between reading comprehension of students with learning disabilities and teacher compliance with teaching obligations. The study is in tandem with that of Anderson (1991) who found that teacher compliance with teaching obligations is closely related with educational improvement

of students. The finding also corroborates that of Darling-Hammond (2000) who discovered that teacher compliance with teaching obligations contributed significantly to academic achievement of students.

However, the finding negates that of Makinde and Tom-Lawyer (2008), who found no significant relationship between student academic achievement and teacher compliance with teaching obligations. The disparity in these findings may be due to the fact that the participants in Makinde and Tom-Lawyer's (2008) were junior secondary school students while the present study considered senior secondary school students. Going by age and maturation, it is a known fact that junior secondary school students are not as mature as that of senior secondary school students, thus, the level of maturity might have been responsible for this disparity.

Conclusion

The study concluded that the teacher's ability to arrange selected materials in a good sequence in preparing a lesson plan and ability to think of ideas and information requires adequate subject mastery of their subjects to enhance the quality of their teaching. Mastery of the subject matter by teachers means that they can simplify the topic into main points that can easily be understood by the learners. In addition, teacher's teaching methodology affects the subject content delivery and the understanding of the subject matter by of the learners. Moreover, compliance with teaching obligations is equally a potent predictor of students with learning disabilities' achievement in reading comprehension.

Recommendations

On the basis of the study findings, the study recommends that teachers of students with learning disabilities should have adequate mastery of subject matter. Teachers of students with learning disabilities should engage in extensive reading as well as regular search for knowledge by using both digital and non-digital materials before they commence their teaching, especially teaching of reading comprehension. This practice will help them to get a variety of information and teaching

methods which they can use in their reading comprehension classrooms.

The study also recommends that to enhance quality and effective teaching of reading comprehension, teachers of students with learning disabilities should take time to plan and thoroughly prepare their lessons before going to class in order to deal with any challenges they may encounter from these learners. This is because up to date lesson plan has immense benefits.

Federal and State governments and other employers of teachers should look out for necessary competences in would-be-teachers of students with learning disabilities. For improvement on all competence skill areas of teachers of students with learning disabilities, the government should make provision for teachers' retraining through short-term courses, workshops and seminars. Such trainings should be organised regularly and continuously.

Teachers of students with learning disabilities should endeavour to always identify with the professional bodies in the field of special needs education in order to keep up to date with current and appropriate teaching obligations.

References

- Adediwura, A.A. & Bada, T. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools, Ile Ife, Nigeria. *Academic Journals*, 7(2): 165-171.
- Adegbile, J.A. and Adeyemi, B.A. (2008). Enhancing quality assurance through teachers' Effectiveness. Ile-Ife, Nigeria. *Academic Journals*, 3(2), 61-65.
- Anderson, L.W. (1991). Increasing teacher effectiveness: International Institute for Educational Planning. *Africa Journal of Educational Planning Policy Studies*, 1(2), 107-115.
- Ball, D.L. (1991). Research on teaching Mathematics: making subject matter knowledge part of the equation. In J. Brophy (Ed.), *Advances in research on teaching Vol.2. Teachers' subject matter knowledge and classroom instruction*. Greenwich, CT: JAI Press.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development on pedagogy and student learning. *Teacher Education Quarterly*, 35(2): 135-154.
- Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A review of state policy evidence. Retrieved on 8th April, 2016 from <http://bdgrdemocracy.files.wordpress.com/2011/08/teachereducation1.pdf>
- Douglas C.J. (2009). A comparison of what teachers know versus what teachers practice. PhD Dissertation: Prescott Valley Arizona.
- Employment Studies Institute (2012). Teaching competency. Retrieved on 8th April, 2016, from <http://youremployment.biz/competency/teaching-competency/>
- Harris, D.N. & Sass, T.R. (2008). Teacher training, teacher quality and student achievement. National centre for analysis of longitudinal data for educational research. U.S.A.
- Kamamia, L. N., Ngugi, N. T. & Thinguri, R. W. (2014). To establish the extent to which the subject matter enhances quality teaching to student-teachers during teaching practice. *International Journal of Education and Research*, 2(7), 641-648.
- Kimberly, B. (2009). Characteristics of Effective Teachers. Educational Books, USA.
- Lerner, J.W. & Kline, F. (2006). *Learning Disabilities and related disorders: Characteristics and teaching strategies, 10th edition*. Boston, New York: Houghton Mifflin Company.
- Makinde, S.O. & Tom-Lawyer, O. (2008). An evaluation of the junior secondary school English language curriculum.

- Pakistan Journal of Social Science*, 5.1, 14-17.
- National Joint committee on Learning Disabilities (2008). Adolescent literacy and older students with learning disabilities. *Learning Disability Quarterly*, 31(4), 211-219.
- National Board for Professional Teaching Standards (2002). What teachers should know and be able to do. Retrieved on 8th April, 2016 from [what_teachers_should_know.pdf](#)
- Slavik, M. (2008). Teachers' competences. Institute of Education and Communication, Czech University of Life Sciences, Prague. Retrieved on January 15, 2016 from <https://www.slideshare.net/mobile/gueste538c3/teachers-competences>
- Peter, R. S. (1977). *Education and the education of teachers*. Routledge and Kegan Research Association, Washington, DC.

IBADAN UNIVERSITY LIBRARY