**ECONOMICS TEACHER’S EFFECTIVENESS AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS**

**TITLE PAGE**

Certification

Dedication

Acknowledgement

Table of Content

List of Tables

**ABSTRACT**

**CHAPTER ONE: INTRODUCTION**

1.1 Background of the study

1.2 Statement of the problem

1.3 Objective of the study

1.4 Research Questions

1.5 Research hypotheses

1.6 Significance of the study

1.7 Scope of the study

1.8 Limitation of the study

1.9 Definition of terms

**CHAPTER TWO: REVIEW OF LITERATURE**

2.1 Review of concepts

2.2 Theoretical Framework

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Research Design

3.2 Population of the study

3.3 Sample size determination

3.4 Sample size selection technique and procedure

3.5 Research Instrument and Administration

3.6 Method of data collection

3.7 Method of data analysis

3.8 Validity and Reliability of the study

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Data Presentation

4.2 Answering Research Questions

4.3 Test of Hypotheses

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

5.1 Summary

5.2 Conclusion

5.3 Recommendation

**References**

**Appendix**

**ABSTRACT**

This study was carried out to examine economics teacher’s effectiveness and academic performance of senior secondary school students in selected secondary schools in Owerri municipal Local Government, Imo State. Specifically, the study examined the qualification of economics teachers in senior secondary schools affect the performance of the students.and also ascertain how the teachers method in teaching economics affect the student in senior secondary schools.further more it examines how the motivation of the teacher affect the academic performance of the students in senior secondary school. in selected secondary schools in Owerri municipal Local Government, Imo State. The study employed the survey descriptive research design. A total of 50 responses were validated from the survey. From the responses obtained and analysed, the findings revealed that the That the qualification of economic teachers in senior secondary school affect the performance of the student

teachers method goes through a very high extent in teaching economics and influences student academic performance.The study recommend that all forms of distractions in teaching profession should be remove where practically possible and

Attendance of seminar, conference and workshop must be made compulsory for all categories of teachers furthermore, teachers should always go for In service training to update their skills and knowledge.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the Study**

The issues of poor academic performance of student in Nigeria have been of much concern to all sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education. Education has been described as the key that unlock the door to modernization. Observation has shown that the story is different at the national level. Over time students academic performance in both external and internal examinations has been used to determine excellence in teachers and teaching (Taya, 2001). Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into actions and principles based on practice during interaction with the student. (Eze E.N. 2011). Both teaching and learning depends on teachers. No wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. Nigeria secondary schools lack dedicated and qualified economic teachers, especially since 1989 when secondary school student population started to increase astronomically in many states of the federation. It should be noted that no educational system could rise above the effectiveness of its teacher and for any society to change the citizens must be dedicated. This is so because education helps one to acquire knowledge and skill, which enables him to understand his problem and look for way of solving these problems. It is an ironic coincidence that while developed countries would love and cherish economics in their schools, the Nigerians in the secondary and tertiary institution are scared of the subject economics because of mathematics and statistics aspect of it. This hatred has also led to the poor performance in senior certificate examination. The Ashby commission set out in 1959 observed that a well qualified teaching staff is the first important step to be considered in an attempt to train skilled manpower. The commission asserted that one out of every two teachers in secondary schools should be a graduate. The commission also recommended the introduction of Bachelor of Arts degree in Education B.A (Education) in all Nigerian Universities. It is a universal agreement that teachers are the main determinant of the quality of education one receives. The kind of teachers trained and posted to our secondary schools may well determine what the future generation will be.

Economics is as old as human race, the early agricultural, manufacturing, weaving, trading, industrial and mercantile activities brought the civilization which started in Egypt, Greece and Rome. One group acquiring culture and knowledge from the other, whenever and wherever people have this type of relationship, there exist the need for transaction. So economics is indeed not a new subject though it is still difficult to say the exact data, economic events were translated into significant manner in monetary terms to create room for informed judgment, therefore the need for practicing economics. (Udo, 1995) views the study of economic as a pursuit toward understanding those fundamental concepts and issues which economics as a subject aspire to find solution to such as wants, scarcity, choice, scale of preference and opportunity cost etc. which are of great importance to man’s existence hence, proper analysis and documentation of their functional rehire is of paramount importance. It is not correct to assume that economic data need to be kept only by profit making organizations. They are equally important in non-profit making organization such as social clubs and motherless babies home etc. As of the increase in business activities, demands for economics and data in the labour market rises above the supply of relevant economic data. This is as a result of poor performance in economics in senior school certificate examination which is due to inadequate qualified teachers.

**1.2 Statement of Problem**

In recent times, more attention has been given to the performance of students on economics in the senior secondary schools. The performance has been poor; this is being attributed to the unqualified teachers that teach economics, lack of instructional material, poor method of teaching, attitude of learners and teachers towards teaching and learning. Furthermore, due to these poor performance of students enrollment on economics at senior secondary school examination has been low, which in turn affected the number of students that would study pure economics in higher institution. Amafula E.U. (2001), views the problem as mainly due to inadequate teachers’ preparations.

**1.3 Purpose of Study**

The purpose of this research therefore is to determine the influence of the level of effectiveness of teacher on the students academic performance in economics also in some other subject in our secondary school.

1. To investigate how the qualification of economics teachers in senior secondary schools affect the performance of the students.
2. To ascertain how the teachers method in teaching economics affect the student in senior secondary schools.
3. To find out how the motivation of the teacher affect the academic performance of the students in senior secondary school.

**1.4 Delimitation of Study**

The study would be limited to testing the impact of teacher’s effectiveness on student performance in economics and some other subject in senior secondary certificate examination in the government owned senior secondary school in Owerri Municipal Council of Imo State.

**1.5 Significance of Study**

The project would be of immense benefit to the government because it will be a working document for policy formulation in relation to the training of teachers. It will contribute to the existing literature on students performance and teachers qualification; hence it will be important to both teachers and student.

It would go a long way in helping curriculum planners make some adjustments in some of the topics in the syllabus. It should be of great important to economics teachers to implements the curriculum and seek for further improvements on the subject through in service training such as attending seminars and work shops, which will help in improving their method of teaching. In this part of country, there has been a great increase in the number that enroll knowledge of economics in order to run his business affairs then the question is how effective is the teaching and learning of economics in secondary schools to make the understanding of economics a reality for the average student? This study would also find out whether the reason for increasing economics in the curriculum is being achieved. This is because economics is aimed at providing vocational skills that will be necessary for industrial and economic development in Nigeria as a whole.

**1.6 Research Question**

The following research questions are formulated as a guide to the study:-

1. To what extent does the qualification of economic teachers in senior secondary school affect the performance of the student?
2. To what extent does the teachers method in teaching economics affect the student academic performance?
3. How often does the teacher motivation affect the academic performance of the student?

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework

**2.1 CONCEPTUAL FRAMEWORK**

Researchers agree that teachers are one of the most important school-based resources in determining students’ future academic success and lifetime outcomes (Chetty et al. [2014](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR10" \o "View reference); Rivkin et al. [2005](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR40" \o "View reference); Rockoff [2004](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR42" \o "View reference)). As a consequence, there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning. Goe ([2007](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR22" \o "View reference)), among others, defined teacher effectiveness in terms of growth in student learning, typically measured by student standardized assessment results. Chetty et al. ([2014](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR10" \o "View reference)) found that students taught by highly effective teachers, as defined by the student growth percentile (SGPs) and value-added measures (VAMs), were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement, and were less likely to have children during their teenage years. This potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher’s effectiveness. However, as we will discuss in more detail later in this report, studies have found mixed results regarding the relationships between specific teacher characteristics and student achievement (Wayne and Youngs [2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR50" \o "View reference)). In this chapter, we explore these findings, focusing on the three main categories of teacher effectiveness identified and examined in the research literature: namely, teacher experience, teacher knowledge, and teacher behavior. Here we emphasize that much of the existing body of research is based on studies from the United States, and so the applicability of such national research to other contexts remains open to discussion.

**Concept of Teacher Qualification**

Merriam - Webster Dictionary defines ‘qualification’ as a specialised skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers’ qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers’ qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Zuzovsky, 2009). Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training (Darling-Hammond et al, 2001) without completing the required years does not possess teacher qualifications. Professional development and experience also count for teacher’s qualifications because several studies have revealed this (Helk, 2007). Qualification is one of the critical factors that drive students’ academic performance. Zuzovsky, (2009) also observed that one of the most important factors in the teaching process is a qualification of the teacher. The perspective of was that teachers’ qualifications can go a long way to bring about students’ higher academic achievement. Teachers’ profession relates to competence in instruction and management of students and materials in the classroom. Teachers’ qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers’ qualifications are more than just holding a certificate of any institution. Zuzovsky, (2009) in her study on “Teachers’ qualifications and their impact on students’ achievement findings from TIMMS-2003 data in Israel ‘ties teachers’ qualifications to seven indicators that are;

1. Teachers’ formal education
2. Teachers’ education in the subject matter of teaching (in-field preparation)
3. Teacher education in pedagogical studies
4. Duration of the preparation period
5. Certification and licensing status
6. Years of experience
7. Preparation in professional development activities

A qualified teacher should focus on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisitions of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 2009). With this regard, early childhood teachers should be highly qualified and have relevant trainings for them to offer good and strong foundation to young children. According to Agyeman (2003), a teacher who does not have both academic and professional qualification would have a negative influence on teaching and learning of his/her subject which subsequently affects the performance of students. In this study, academic qualification referred to the level of education achieved whereas; professional training was related to whether a teacher is specialized in early childhood education or not. These two components are interrelated and both of them determine the quality of service a teacher can deliver to his/her students. Reuda (2002) believes that qualified teacher should be able to upgrade students‟ capability effectively, enhance their knowledge and skills, and improve their behaviour and attitude and then make contributions to the organizational goal. Qualified teachers recognize the teaching approach that appreciates the fact that children have unique interests that need to be considered for any meaningful achievement. Gichuba, Opasta and Nguchu (2009) Such a situation begs the question of how the quality of teaching looks like in Rwandan nursery schools where most caregivers are volunteers who have completed only three years of secondary education (MINEDUC, 2010).

**Effect of teachers’ qualification on Students’ Academic Performance**

Education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential ingredient in poverty eradication as described by Ogawa (2010). According to UNESCO (2007), education was formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education. According to Samoff (2007) (as cited in Ogawa (2010) the mastery of curriculum is measured by national examination and the best indicator of high quality education is a high score on the national examination.According to France and Utting (2003), good quality early education is essential for educational efficiency. Children acquire the basic skills, concepts and attitudes required for successful learning and development prior to entering formal education system thus reducing the chances of failure and lay a foundation of life-long learning. The Australia education policy framework (2013) states that children must enjoy best possible conditions in their early educational and developmental years and that includes qualified educators will help support early childhood education system. To reap the most form these early years of development the early childhood development education centres should ensure quality standards of education. Quality of education as defined by Myers (2006) in an article ‘Quality in Program of Early Childhood Care and Education’, states that; although there is no single definition of quality there are two principles that characterize most attempts to define quality in education; first is the learner’s cognitive development as the major explicit objective of all educational systems, the success with which systems achieve this is their quality; the second emphasis is on educational role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The achievement of these objectives is difficult to assess and compare across countries. Teacher qualification may affect students’ academic achievement, according to a study conducted by Abe (2014) in Sky Journal of Education highlighted three ways in which teacher qualification can be quantified that is;

* Level of education;
* Years of experience in preparation of subject matter and pedagogy and;
* Certification in their expertise area and their on-going professional development.

In South Africa, a study carried out by Buddin and May (2009) on the teacher licensure test scores and other teacher attributes effect on elementary student achievement showed large differences in teacher quality across school district. Teacher license test scores were unrelated to teacher success in the classroom; student achievement was not related to the teachers’ advanced degrees, student achievement increases with teacher experience but the correlation is weak. In America, Dan and Dominic (2010) reporting on evaluating the effect of teacher Degree Level on educational performance in America released by the National Commission on Teaching and America’s Future offers a general indictment of the teaching profession. The report states that many newly hired teachers are unqualified for the job. In particular, the commission reports that one fourth of high school teachers lack college training in their primary classroom subject and that teacher recruiting and hiring practices nationwide are ‘distressingly haddock’. Teacher qualification may influence student achievement in urban secondary schools. In South Africa, Buddin and May (2009) studied teacher qualifications and student achievement in urban elementary schools. The study examined the teacher licensure test scores and other teacher attributes effect on elementary student achievement. They used longitudinal approach. The results showed large differences in teacher quality across school district. Teacher license test scores are unrelated to teacher success in the classroom; student achievement is not related to the teachers’ advanced degrees, student achievement increases with teacher experience but the correlation is weak. In Florida Journal of Educational Policy Dan and Dominic (2010) examined the number of qualified teachers and the relationship to students' academic performance in public secondary schools in a sample of Local Government Areas in Nigeria. This descriptive study used a post-hoc dataset. An instrument titled “Quantity and Quality of Teachers and Students' Academic Performance” was used for the study. Findings of the study showed teachers’ qualifications, experience and class size were significantly related to students’ academic performance. These finding were used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria. In Nigeria, Owalabi (2012) examined the effect of teacher’s qualification on performance of senior secondary school physics students in physics. The purpose was to determine whether the status of the teacher has any impact on the performance of students in physics. The study used descriptive survey design. Data was collected using questionnaires and document analysis and was analyzed using inferential statistics. The study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications. The results also revealed that students taught by professional teachers performed better, however teachers’ experience in teaching the subject was of significant advantage in physics. Based on the results it was recommended that students in the year of examination should be taught by experienced teachers. Abe (2014) in a study on effect of teacher qualifications on students’ performance in any subject in secondary schools; the study examined the effect of teacher’s qualifications on student performance in any subject. Three hundred students were randomly selected from ten schools which were purposefully selected. The results showed that a significant difference existed between students taught by professional teachers and non-trained teacher. It was recommended that only trained qualified teachers should teach any subject in secondary schools. Training of un-trained teachers helps them to improve their teaching methods and in turn help to improve performance of students in any subject.

A study in Kenya by Musau and Abere (2014) examined performance of teachers on subject such as any subject, Technology and science in secondary schools of Kitui. The study looked into the extent to which teacher qualification influenced students’ academic performance in Science any subject and Technology subjects. The study applied ex-post-facto survey research design. Data was collected using questionnaire and document analysis. It was analysed using descriptive and inferential statistical tools. The study found that there was no significant difference in performance of students taught by teachers who had undergone refresher courses and those taught by teacher who had not undergone refresher courses as they were both graduates. The study recommended that teachers should undergo more regular in-service and refresher training to enable them embrace and conform to the emerging technologies and teaching methods.

These studies have shown that there is some relationship between teacher qualification and students’ academic achievement; these studies were carried out in secondary schools with specific subjects. The studies have reported that teachers without being expert of the said subjects would not perform to the same level as qualified teachers. The studies reviewed dealt with teacher qualification and experience influence on student performance with a lot of focus on the secondary education level. Afangideh (2011) asserts that teacher qualification influences students’ performance and professional preparation is needed by chemistry teachers through adequate and informed exposure to courses for teaching effectiveness. The Education and Training Commission of Europe (2010) also points out that teacher qualification is an essential factor that provides learners with personal fulfilment, better social skills and more diverse opportunities. Teacher experience has to do with the increased awareness of diversifying search for new ideas, new commitments and new challenges. Teachers’ experience and knowledge of subject matter are unique qualities for teaching effectiveness. According to Rice (2010) the magnitude of the effect of teacher experience varies depending on the teacher’s level of education and the subject area. He further opined that experience gained over time, enhances the knowledge, skills, and productivity of workers. These qualities facilitate students’ skills and abilities to think about chemistry processes, useful for exploration and analysis, and also enables thorough understanding of chemistry concepts. Experienced teachers are great asset to novice teachers who need advice, encouragement and continuous guidance. Okey (2012) stated that experience is directly related to teachers’ ability to plan lessons, address divergent student responses, reflects on their teaching effectiveness and their ability to stimulate student inquiry. Akinyele (2001) and Commey-Ras (2003) commented that experience improves teaching skills while students learn better at the hand of teachers who have taught them continuously over a period of years. Senechal (2010) found that teacher experience has a significant positive effect on student achievement, with more than half of the gains occurring during the teacher’s first few years, but substantial gains occurring over subsequent years; albeit, at a slower rate. Furthermore, teachers with long years of experience are confident that even the most difficult student can be reached if they exert extra effort; while teachers without experience feel a sense of helplessness when it comes to dealing with unmotivated students (Gibson & Dembo, 2001). With adequate pedagogical exposure, the teacher exhibits cordial relationships with students and participation in class increases. Domike (2002) outlined phase experiences in the teaching career. He opined that experiences in the teaching profession have to do with factors such as exploration, stabilization, experimentation and diversification. These phases are outlined as shown;

Phase 1: Career exploration phase which is starting out, (1-5 years) is a period of survival, discovery and enthusiasm. Teachers take up responsibilities during this phase with uncertainties and complexities of the environment. At the fourth year of the teacher’s profession, stability plays a great role to characterize the teacher’s response to commitment. With unattractive incentives, the teacher is interested in enhancing his educational attainment for greener pastures. Pedagogical mastery is identified and pursued with vigour and greater flexibility applied. Between 1-10 years, beginning teachers were found to have pitfalls in their application of instructional methods and in group dynamics. Between the 15-25 years of teaching, in mid-career years, teachers draw a balance sheet of their career lives and examine the possibility or unlikelihood of changing careers. At this stage, teachers are more critical, direct and dominance prevails. After the phase of uncertainty, from 26-33 years of professional experience, some teachers achieve serenity and greater confidence to invest in teaching. Maduabum (2007) posited that newer teachers may be excited about new discoveries, but teachers with more experience can distinguish valuable ideas from passing facts; though, there may be exceptions. Experience brings humility, good judgment and ability to see the larger story. Experience and immersion in the subject affect teaching in diverse ways. It grows knowledge repertoire, improves utilization of more materials and ideas in profound ways. Experienced teachers are good assets to novice teachers who need encouragement, advice and guidance. Akinyele (2001) and Commey-Ras (2003) who posited that long years of teaching experience improves teaching skills and students learn better at the hands of teachers who have taught them continuously over a period of time. Lochran (2001) argues that “the outcome” question is what currently motivates teacher education. She set down three ways in which outcomes of teacher education are constructed. One of them is long term impact outcome (refers to the relationships) between teacher qualifications and student learning. Teacher qualification encompasses teachers’ scores on tests and examinations, their years of experience, the extent of their preparations in subject matter and what qualifications they hold in their area of expertise and their on-going professional development. He went on to posit that the relationship between teacher qualification and student learning as the percentage of variance in student scores accounted for by teacher’s qualifications when other variables are held constant or adjusted. Specifically, highly qualified teachers are required to;1. Have sufficient subject matter knowledge and teaching skills.2. Hold at least a National Certificate in Education (NCE).

Among teacher behaviours that have been shown to lead to high student achievement are efficient classroom management skills, systematic teaching approaches providing clear teaching goals and using advance organizer.

**Relationship between teachers’ teaching methods and students’ performance**

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centred methods to impart knowledge to learners comparative to student-centred methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower, 2011).

Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students in science subjects is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners (Adunola, 2011).Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners’ needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students’ needs and preferred learning influence students’ academic attainments (Zeeb, 2004).

**Teacher-Centered Methods:**

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2000). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin & Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

**Student-Centered Method:**With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995).The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Slavin, 2006).

Danmole and Femi-Adeoye (2004) opined that no single method is best for the teaching of Basic science. They stated further that, teaching styles that would permit students’ active participation such as field work, laboratory work (practical activities), group work, concept mapping and inquiry methods should always be used. These methods are most likely to ensure higher performance and promote students’ interest in basic science.

The term teaching styles has been defined by McCoy (2006) as a set of teaching tactics employ by the teacher to help students acquire knowledge or skills. Dupin-Bryant (2004) sees teaching styles as ‘instructional format’. In teacher training, teachers maybe exposed to more formal learning design, pedagogical scenarios, lesson planning methodology etc. Teachers then have personality and beliefs exposit to pre-service and in-service training. The combination of these (training, personality and beliefs) with experience (i.e. concrete exposure to classroom context and policies) will then lead to a giving style of teaching. A teacher’s teaching style is based on their educational philosophy, their classroom demographic, what subject area they teach and the school’s mission statement. According to Grasha (2002) teaching styles define, guide and direct instructional practices that impact students and their ability to learn. Broadly, teaching styles are categorized into teacher centred and students centred. The main focus behind the teacher-centred style is the idea that the teacher is the main authority figure. The students are simply there to learn through lectures and direct instructions, and the focus is mainly on pressing tests and assessment. A teachers’ role in this style is to pass on the knowledge and information needed to their students. Ahmad and Aziz (2009) posit that, teacher centred teaching style is the traditional teaching method where teachers are at the centre of class activities. In traditional or teacher centred classrooms, students have definite and fixed perceptions and ideas of their own roles and those of their teachers. Based on these characteristics some teachers centred teaching styles include: direct instructions, formal authority, expert and personal model. In student centred teaching style, the teacher is still the authority figure, but the student plays an active role in what is learned. The idea is that the teacher will advise and guide the students down a learning path. Assessment involves informal and formal methods tests, group projects, portfolios, and class participation. The teacher continues to assess a student’s learning even throughout the lesson. The students are learning the information the teacher is giving, and the teacher is learning how best to approach his students. Eken (2000) stated that in student-centred classrooms, the teacher serves as a facilitator and students are seen as being able to assume active roles and participate throughout the lesson. These activities according to him are most likely to promote students’ interest in the task especially when the activities are specially fashioned to suit the interest of the students. Teachers facilitate student’s discussion and activities and interject only when and where necessary. This gives the students a guided learning environment and helps students to discover facts by themselves (Eken, 2000). When students are allowed to lead discussions and activities, their achievement level is facilitated and their interest towards the subject and task is promoted (Ahmad and Aziz, 2009). Student centred teaching styles include; facilitator, delegator, collaborator, cooperative and personal teaching style.

Galton (2009) was optimistic that teaching styles can improve slow learners’ level of achievement and promote their interest in the task at hand. Lassa (2005) noted that, teachers are the main determinant of the quality of education in Nigeria. The provision of this qualitative education cannot be achieved without the application of appropriate teaching styles. Lassa (2005) narrated further that, when the appropriate methodology is applied, the teachers will be able to stimulate and sustain the interest of pupils and students throughout the lesson. Howard (2009) maintained that matching the teachers’ teaching styles with the learning styles of the students suggests that educators and science teachers in particular needs to become aware of how students learn. With this, they may be able to create an environment that is conducive for optimal learning. Today’s teaching style needs to be different from approaches that have been traditionally used. It is time for the schools to start focusing on the innate abilities that children possess rather than on the traditional education formula that is not totally consistent with developmental learning or cognition (Creswell, 2009). Pintrich and Marx (2011) suggested that, a teacher’s teaching styles therefore should be such that would harmonize both external and internal environment of the students to bring out their best sequel to their interest. Interest in science is very important as it motivates students to learn (Bae, 2007). It is however worrisome that, recent studies show a decline in interest of students especially in science as children grows (Bae, 2007).

Bae (2007) pointed out clearly that, it is boring for a student to study science topics and difficult to appreciate its value without interest. These perceived problems and lack of interest on the part of the student is caused by in-appropriate use of teaching styles by the science teachers (Igboko and Ibeneme, 2006). Also Adejoh and Idachaba (2010) stressed that biology teachers need to replace conventional methods of teaching with teaching approaches that are both students and interest centred. Igboko and Ibeneme (2006) opined that, teachers of science and technology should move with time and follow the paradigm shift in educational psychology from teacher to learner centeredness. It is therefore reasonable for teachers to initiate all the basics that students need to achieve using appropriate teaching styles to enhance their achievement and arouse their interest in Basic Science.

**Teacher-Student Interactive Method**This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecture (Slavin, 2006).

The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students’ academic performance (Damodharan & Rengarajan, 1999).It is noted that the success of students in any examination depends largely on qualified and dedicated teachers. If the teachers are qualified and have mastery of their subjects, that will improve the performance of the students. Oshodi (1998), Dujilemi (2002), reiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004), found out that teachers attributes have significant relationship with students’ academic performance. According to him, such attributes include teacher’s knowledge of the subject matter, communication ability, emotional stability, good human relationship with the students and interest in the job. He concluded that students whose teachers lack the knowledge of the subject matter, who have poor communication ability, poor emotional stability and lack of interest in the job perform poorly. Adeyemo (1985), Oshodi, (1998) and Oyebanyi (1993), opined that apart from the basic entry qualifications teachers possess, other attributes greatly influence their efficiency and effectiveness which invariably influence student’s academic performance. Alimi and Balogun (2010) stated that teachers’ knowledge of the subject matter, pupils and methodology and techniques of imparting knowledge are great attributes which have significant effects on their academic performance. Rena (2000) explained further that for students to perform well in any examination, one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. The teacher must be well versed in the content of the subject matter he/she is teaching. He must know the appropriate method to adopt in different situations. Babajide (2001) found out that the poor quality of teachers in the secondary schools in the state have a negative influence on the students’ academic performance in both internal and external examinations.

**TEACHER EXPERIENCE**

Teacher experience refers to the number of years that a teacher has worked as a classroom teacher. Many studies show a positive relationship between teacher experiences and student achievement (Wayne and Youngs [2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR50" \o "View reference)). For example, using data from 4000 teachers in North Carolina, researchers found that teacher experience was positively related to student achievement in both reading and mathematics (Clotfelter et al. [2006](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR12" \o "View reference)). Rice ([2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR39" \o "View reference)) found that the relationship between teacher experience and student achievement was most pronounced for students at the secondary level. Additional work in schools in the United States by Wiswall ([2013](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR52" \o "View reference)), Papay and Kraft ([2015](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR35" \o "View reference)), and Ladd and Sorenson ([2017](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR29" \o "View reference)), and a Dutch twin study by Gerritsen et al. ([2014](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR21" \o "View reference)), also indicated that teacher experience had a cumulative effect on student outcomes. Meanwhile, other studies have failed to identify consistent and statistically significant associations between student achievement and teacher experience (Blomeke et al. [2016](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR6" \o "View reference); Gustaffsson and Nilson [2016](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR23" \o "View reference); Hanushek and Luque [2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR24" \o "View reference); Luschei and Chudgar [2011](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR31" \o "View reference); Wilson and Floden [2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR51" \o "View reference)). Some research from the United States has indicated that experience matters very much early on in a teacher’s career, but that, in later years, there were little to no additional gains (Boyd et al. [2006](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR7" \o "View reference); Rivkin et al. [2005](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR40" \o "View reference); Staiger and Rockoff [2010](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR48" \o "View reference)). In the first few years of a teacher’s career, accruing more years of experience seems to be more strongly related to student achievement (Rice [2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR39" \o "View reference)). Rockoff ([2004](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR42" \o "View reference)) found that, when comparing teacher effectiveness (understood as value-added) to student test scores in reading and mathematics, teacher experience was positively related to student mathematics achievement; however, such positive relationships leveled off after teachers had gained two years of teaching experience. Drawing on data collected from teachers of grades four to eight between 2000 and 2008 within a large urban school district in the United States, Papay and Kraft ([2015](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR35" \o "View reference)) confirmed previous research on the benefits experience can add to a novice teacher’s career. They found that student outcomes increased most rapidly during their teachers’ first few years of employment. They also found some further student gains due to additional years of teaching experience beyond the first five years. The research of Pil and Leana ([2009](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR37" \o "View reference)) adds additional nuance; they found that acquiring teacher experience at the same grade level over a number of years, not just teacher experience in general (i.e. at multiple grades), was positively related to student achievement.

### Certification Status

Another possible indicator of teacher effectiveness could be whether or not a teacher holds a teaching certificate. Much of this research has focused on the United States, which uses a variety of certification approaches, with lower grades usually having multi-subject general certifications and higher grades requiring certification in specific subjects. Wayne and Youngs ([2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR50" \o "View reference)) found no clear relationship between US teachers’ certification status and their students’ achievement, with the exception of the subject area of mathematics, where students tended have higher test scores when their teachers had a standard mathematics certification. Rice ([2003](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR39" \o "View reference)) also found that US teacher certification was related to high school mathematics achievement, and also found that there was some evidence of a relationship between certification status and student achievement in lower grades. Meanwhile, in their study of grade one students, Palardy and Rumberger ([2008](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR34" \o "View reference)) also found evidence that students made greater gains in reading ability when taught by fully certified teachers. In a longitudinal study using data from teachers teaching grades four and five and their students in the Houston School District in Texas, Darling-Hammond et al. ([2005](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR17" \o "View reference)) found that those teachers who had completed training that resulted in a recognized teaching certificate were more effective that those who had no dedicated teaching qualifications. The study results suggested that teachers without recognized US certification or with non-standard certifications generally had negative effects on student achievement after controlling for student characteristics and prior achievement, as well as the teacher’s experience and degrees. The effects of teacher certification on student achievement were generally much stronger than the effects for teacher experience. Conversely, analyzing data from the ECLS-K, Phillips ([2010](https://link.springer.com/chapter/10.1007/978-3-030-16151-4_2" \l "CR36" \o "View reference)) found that grade one students tended to have lower mathematics achievement gains when they had teachers with standard certification. In sum, the literature the influence of teacher certification remains deeply ambiguous.

**Teachers Effectiveness in Teaching Economics**

Economics is one of a precise subject taught in the higher secondary school level. It is important to both students and the civilization as great for the reason that it wounds

transversely all compasses of human effort as it can be understood in its simplest definition by Robbins (1935), “thus economics as a science which studies human

behavior as a relationship between ends and scarce means which have alternative

used” By this definition, Robbins (1935) lay emphasis on economics as a science and

that economic investigation would be based on positive and logical method rather

than normative with vague judgments. The important ideas of teaching and learning economics in classroom are to help the basic stage of student masters the principles vital for understanding the financial problem, precise economic issues. The policy alternatives, help to the students understanding, then apply the economic perspective also reason accurately and empirically with economic matters. This promotes a lasting student interest in economics and the economy (McConnell, Brue, & Flynn, 2009). British philosopher of positive science andeconomists John Neville Keynes (1890) who was the father of renowned economists J. M. Keynes; salvaged that “learning about economics, both inductive and deductive logical were required to understand how the economy functions”. Moreover, John Neville Keynes (1890) divided economics into three parts; positive economics, normative economics, and applied economics. The science and art of economics relating the lessons learned in positive economics to the normative goals determined in normative economics. In generally means that the objective of applied economics is to find how to come from positive science to normative economics. According to the National Council of Educational Research and Training, India (NCERT, 2005) “the answer to the question; why economics is taught in schools is not only essential in answering students but also for the teachers when they teach economics in schools. Teachers are likely to understand why economics is taught so that they can plan the classroom activities effectively”. The details of opinions would also help in understanding the content topics and subtopics and why they are included in the curricular contents. The aims at teaching economics at the higher secondary stage are: making students understand some basic economic concepts and developing economic reasoning and thus learners can apply to their daily life as citizens, workers and consumers; enable learners to realize their role in country building and sensitize them to the economic issues that the nation is facing today, to equip learners with the basic tools of economics basic tools of economics and statistics to analyze economic issues. This is pertinent to even those who may not pursue this course, this course of the higher secondary stage; and to develop an understanding among students that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning (NCERT, 2005). Additionally, NCERT, (2005) emphasize “if all competitors in the global economy are to achieve a better quality of life for their populations, there must be economic cooperation between all countries. This does not mean that developed countries must control the purposes of less-developed countries. Instead, it means sharing concepts across cultures, against a context of economic theories, ideas awareness.” To achieve this understanding, students must be taught to consider economic theories, ideas and activities from the points of view of changed individuals, nations and cultures in the world economy. Although broad knowledge is impossible, students can exploration for understanding through a wide range of different aspects of the global economy. Their exploration may inspire a lifelong interest in the promotion of international level understanding. Capable teacher prepares a perspective planfor the entire academic year, where the entire syllabus is looking into and a term wise plan of different units is prepared. This can clear confusion created when the concerned teacher is absent and another one takes over. Also, it leads to transparency and coordination among the group of teachers, teaching different sections. Besides the overall plan, each unit and content area need to be structured with regard to the objectives***,*** content coverage, methodology, specific learning activities and so on, as laid down in the basic components of a Teaching Unit. Let us briefly discuss each component of a teaching unit (Robertson & Acklam, 2000; Chibueze, 2014). In the word of O’Sullivan and Sheffrin (2003), “when we set ‘’out to write an economics text, we were driven by the vision of the sleeping student.” The book, Macroeconomics Principles and Tools written by O’Sullivan and Sheffrin (2003) they wrote in preface “A few years before, one of the authors was in the internal of a fascinating lecture on monopoly pricing when he heard snoring. It wasn’t the first time a student had fallen asleep in one of his classes, but this was the loudest snoring, he had ever heard it sounded like a sputtering chainsaw. The instructor turned to Bill, who was sitting next to the sleeping student and asked…. Could you wake him up?” “Bill looked at the sleeping student and the gazed theoretically around the room at the other students.” He finally looked back at the professor and said, “well professor, I think you should wake him up. After all, you put him to sleep….” The occurrence altered the economics teacher of teaching economics. It highlighted for basic truth about many students, economics isn’t precisely exciting. The teacher assumed the challenge to get first-time economics students to see the relevance to economics to their lives, their careers, and their futures (O’Sullivan & Sheffrin, 2003). Economics is a subject that involves observation and collection of data and in such a subject the role of the teacher becomes even more important. Teaching economics with charts, diagrams, equations from as an integral part of teaching and these things can be used properly only under the guidance of a teacher. In the Nepalese scenario, economics teachers of higher secondary school level have to act as the major source of knowledge of the subject matter as a role model to the students and facilitator to solve various other raised by the students.For the teaching of economics, it is necessary to have direct observation of the environment and physical conditions. Students have to be encouraged for observing things by them and to have a proper assessment and knowledge of the subject matter. Only a good teacher of economics can provide such type of encouragement. An economics teacher can accomplish this task successfully if s/he can guide the student in a scientific and thorough manner. Training com workshops were organized by the Higher Secondary Education Board (HSEB), Nepal for economics teachers. The HSEB was the authorized body to plan, implement and evaluate programs related to higher secondary level. Authority was also accountable for giving training for the subject teachers. Contents of training included, curriculum framework, teaching, learning materials, classroom pedagogy and testing principle, and comprises the fundamentals of pedagogy, the latest concepts of classroom realities, learner-centered class, planning, materials adaptation and use, test items’ construction and assessment and many other issues. The objectives of the study are to examine the effectiveness of teaching economics in higher secondary school level factors that influences teaching economics to the teachers, and evaluate the degree of interest and attitudes of students which influences learning economics in higher secondary level.

**Academic Performance**

Academic performance is the extent to which a student, teacher or institution have achieved their short or long term educational goals. It is commonly measured through examination or continuous assessment for instance, Number of credit obtained at a sitting in WAEC or NECO examination represents academic performance of the candidate. Students’ academic performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parent educational background, self- effort and self - motivation of students, learning preferences, standard and type of educational institution in which student get their education and the school in which they study, amongst others. Durden and Ellis (2018) observe that, the measurement of student’s previous educational outcomes are the most important indicators of student future achievement, that is, the higher previous appearances, the better the students’ academic performance in future endeavors. However, Roddy and Talcott (2006) disagree with the assumptions that future academic performance are determined by preceding performance. In their research on the relationship between previous academic performance and subsequent achievement at university level; they found that student learning or studying at graduate level and the score secured did not predict any academic achievement at university level. Graetz (2016) conducted a study on socio economic status of the parent of students and concluded that the socio economic background has a great impact on student academic performance. Main source of educational imbalance among students and students’ academic success hinged very strongly on parents socioeconomic status. Having the same view as Graetz (2016), Considine and Zappala (2002) in their study on the influence of socio economic disadvantages in academic performance of schools, in addition, noticed that these parents make available sufficient psychological and emotional shore up to their children by providing good education and learning environment that produce confidence and the improvement of skill needed for success. Standard and type of education institution in which students get their education, strongly affect student learning outcome and educational performance. The education environment of the school one attends sets the parameters of students learning outcomes. Sparkles (2013) in Considine and Zappala (2000) showed that schools environment and teachers expectation from their students also have strong influence on students’ academic performance. Teachers, teaching in poor schools or schools having poor basic facilities often have low performance expectation from their students and when students know that their teacher have low performance expectations from them, it leads to poor performance by the students. Kwesiga (2002) asserts that students performance is also influenced by the school in which they study and that the number of the facilities in school offers usually determine the quality of the school which in turn affect the performance and accomplishment of its students. In his own argument, he also asserts that schools influence educational process in content organization, teacher and teaching and learning and in the end evaluation of all. It is generally agreed that schools put strong effect on academic performance and educational attainment of students. Students from elite schools perform better because these elite schools are usually very rich in resources and facilities. Hence the ownership of school and the fund available indeed influence the performance of the students.Adetayo, (2008) confirms this position when they noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private school due to better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities available in private schools enhance academic performance and educational attainment of their student. Behavioral Management According to Martin & Sass (2010) behavioral management refers to the general daily maintenance of the classroom which include: classroom rules for students impute during instructional time and the type of reward system utilized. They continued that behavioral management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teachers respond to it. Opining, Zimmerman (2011) said that Behavioral Management is related to the expectations a teacher hold for their student. That it is not enough to expect students to keep their hands to themselves or raise their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time. Slater (2002) mention five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change. Managing behavior of students in the classroom is significant for the teacher because it can affect instruction, learning and performance. Walker (2009) asserts that the best teachers don’t simply teach content, they teach people and Marzono, Pickering and Pallack (2001) said to effectively teach their student, teachers need to employ effective behavioral management strategies, implement effective instructional strategies and develop strong curriculum. When students with behavior issues are not properly handled, they can negatively influence the learning environment by persuading others to join them. Instructional Management Instructional management include aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions (Martin & Sass 2010). Instructional Management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the student engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment. Churchward (2009) suggested three approach to classroom management: Noninterventionist, Interventionist and Interactionist. These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and being in control, interventionist, a reactionist approach, is doing this because some students did that while interactionist believe that students learn from interacting with peers in their environment, which is a shared classroom management strategy. Wong (1998), the proponent of Non-interventionist purports to the theory that class room issues must be handled before an issue occurs. Wong (1998) said in his management strategy, students involved with their work especially with academics—teacher lead instructions, always know what is expected of them and they tend to be successful. They have little time off task such as wasted, disruption time etc. The classroom environment is work oriented along with being pleasant and relaxed. Canter (2006) designed assertive discipline approach, which falls within the category of interventionist approach. According to Canter, the procedure is familiar to the teacher and ensures that rule making is within the teachers’ authority. Items like positive consequences, reward, and negative consequences and punishment were selected for the benefit of both the student and the teacher. Etheridge (2010) sees assertive discipline originally designed by Canter (2006), as a disciplinary approach that is designed to acknowledge a take charge and assertive approach on the part of the teacher. Classroom management and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through their school experience, then classroom management techniques need to be studied to determine which methods is more effective for students’ academic performance. However, few studies up to date have explored possible linkage between classroom management and students’ performance. This gap in the literature is reflected in the problem statement. Classroom Management and Student Academic Performance Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students’ performance, given learning requirement and goals. A well-managed classroom give the teacher a firm control over the class whereas the teacher loses control over the class if it is not well manage. Robert Digiulio see positive classroom management as the result of four factors: How teachers regard their students, how they set up the classroom environment, how skillful they teach the content and how well they address students behavior. Positive (well managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involve two aspects, instructional management and behavioral management. Student’s behavior, if not well managed, it can affect instructions, learning and performance. In his own observation Walker (2009) noted that the best teachers don’t simply teach content, they teach people. A well-managed classroom that enhances effective teaching and learning shore-up student’s academic performance (Moore, 2008), assessed two hundred and seventy students and nineteen grammar school teachers and concluded that the findings of his research study suggest that relationship exist between some classroom management strategies and higher student’s performance scores in diverse elementary setting. Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the measured ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2000), academic performance takes into cognizance both quality and quantity of internal and external results accomplished. Academic Performance also indicates how relevant and competent the graduates are in meeting the societal needs and aspiration. The academic acquisition of a particular grade in examination indicates candidate’s ability and mastery of the content and skill in applying learned knowledge to a particular situation. A student’s success is generally judged on examination performance, that is, success is a crucial indicator that a student has benefited from a course of study. To this end, the success of any educational system depends largely on the effectiveness of classroom management. Discipline and Academic Performance of the Students Webeter’s New encyclopedic dictionary define discipline among others as a training that corrects, mold or perfects the mental faculties or moral character. It is a control gained by enforcing obedience or order. Discipline, according to Galabawa, (2001) is an activity of subjecting someone to a code of behavior, that there is wide spread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place.

**Factors influencing academic Performance**

**Individual differences influencing academic performance**

Individual differences in academic performance have been linked to differences in [intelligence](https://en.wikipedia.org/wiki/Intelligence" \o "Intelligence) and [personality](https://en.wikipedia.org/wiki/Personality_traits" \o "Personality traits). Students with higher mental ability as demonstrated by [IQ tests](https://en.wikipedia.org/wiki/IQ_tests" \o "IQ tests) and those who are higher in [conscientiousness](https://en.wikipedia.org/wiki/Conscientiousness" \o "Conscientiousness) (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by [typical intellectual engagement](https://en.wikipedia.org/wiki/Typical_intellectual_engagement" \o "Typical intellectual engagement)) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' [socio-economic status](https://en.wikipedia.org/wiki/Socio-economic_status" \o "Socio-economic status). Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Studies have shown that physical activity can increase neural activity in the brain, specifically increasing [executive brain](https://en.wikipedia.org/wiki/Executive_brain" \o "Executive brain) functions such as [attention span](https://en.wikipedia.org/wiki/Attention_span" \o "Attention span) and [working memory](https://en.wikipedia.org/wiki/Working_memory" \o "Working memory); and improve academic performance in both elementary school children and college freshmen.

**Non-cognitive factors**

Non-cognitive factors or skills, are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

**Self-efficacy**

[Self-efficacy](https://en.wikipedia.org/wiki/Self-efficacy" \o "Self-efficacy) is one of the best predictors of academic success. Self-efficacy is the belief of being able to do something. Stajković et al. looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were predictors of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

**Motivation**

[Motivation](https://en.wikipedia.org/wiki/Motivation" \o "Motivation) is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

**Self-control**

[Self-control](https://en.wikipedia.org/wiki/Self-control" \o "Self-control), in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals." In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, & Boone in 2004.

Through a longitudinal study of the [marshmallow test](https://en.wikipedia.org/wiki/Stanford_marshmallow_experiment" \o "Stanford marshmallow experiment), researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain sight and were placed without any distraction tactics.

High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

**Extracurricular activities**

Organized [extracurricular activities](https://en.wikipedia.org/wiki/Extracurricular_activity" \o "Extracurricular activity) have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in drop out rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy.

While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to plays a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light.

In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direction of this relationship (Eccles & Templeton, 2002). Together this information can give us a better understand the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

**2.2 THEORETICAL FRAMEWORK**

**Motivational Theories**

In making instruction interesting in learning, there is need to use methods/strategies and material/media which will make the learning of any subject, active, investigative and adventurous as much as possible. Such methods also must be ones that take into account, learners‟ differences and attitudes towards a subject. Examples could be the use of programmed learning texts, use of concrete materials and others instructional devices, which are manipulated. Also, of any subject exercises in form of various pencil and paper activities should also be used to enhance self-esteem of learners, which will in turn improve attitude of such students, it is recommended that varying activities (game activities), which have been designed to contain any subject problems ranging from easy to very difficult, should be used. At least each student no matter his ability level should be able to answer some questions correctly. This would go a long way to motivate such students towards further learning. When an activity is designed with its central feature being an admired situation, experience or individual, it would go a long way in motivating, pupils to learn any subject. For example, in teaching addition at the primary school level, you could 17 centre learning activities on foods like snacks. It could as well be centered on a pleasurable experience and so on. All these suggestions would help to motivate learners towards learning. However, one strategy, which has been observed to bring about motivation to learners to learn any subject, is the use of game based strategy (Aremu, 2008). The target of the study is premised on student, teacher, and curriculum. Therefore theories that have to do with the characteristics of these entities as they affect learning would be applicable. Since the learning of any subject matter depends on the way it is presented to the learner by his or her teacher, the way the learner interacts with the learning experiences presented to him and the environment within which the learning takes place, it is therefore expected that these entities will be affected by variables that have to do with them; these include, school location attitudes, and background knowledge in the subject that are considered in this study. The theories of Maslow (2009) and Gagne (2005) have therefore provided theoretical basis for the study. Maslow's motivational theory expresses that there are two groups of needs; these are deficiency needs and growth needs. When the deficiency needs are met, learners are likely to function at the higher levels (that is growth needs level). This means that when the deficiency needs are met, self directed learning or desire to know and understand would be engaged in more easily. The implication of thesis that teachers should encourage students to meet their growth needs by enhancing the attractiveness of learning situation. In the light of these, when the environment where the student is learning (in this study, class, and location of school) is made attractive, effective learning is likely to take place. Gagne's theoretical formulations are attempts to identify aspects of learning and to match with the intellectual demands of the individual. While development is subordinated 18 to learning, Gagne's paradigm insists on identifying valid ordered sequences of instruction (pre-requisites) that can facilitate the learning of intellectual skills. Gagne's theory offers an opportunity for the any subject teacher to diagnose students' limitations and strengths more effectively, thus permitting more adequate individualization and personalization of instruction. Gagne's learning hierarchy also offers teachers the opportunities of developing and conceptualizing agreed-upon subject goals and objectives in reality oriented and learner - centre way. It is on this premise that Gagne anchors his belief that children learn an ordered additive capability. That is, the simpler and more specific capabilities is learned before the next more complex and general capability. Gagne therefore considered previous experience to have a major role in determining an individual's performance.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 AREA OF STUDY**

Owerri Municipal is a Local Government Area in Imo State, Nigeria. Its headquarters is in the city of Owerri. It has an area of 58 km² and a population of 127,213 according to the 2006 census. The postal code of the area is 460

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine economics teacher’s effectiveness and academic performance of senior secondary school students in Owerri municipal, Imo state. Five(5) Selected secondary school in Owerri municipal, the selected secondary school are: government secondary school , Owerri girls secondary school, boys model secondary school, holy ghost college, and urban development secondary school in Owerri municipal form the population of the study.The population size is the entire government secondary school in Owerri municipal local government area, Imo State

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of government secondary schools in Owerri municipal local government area, the researcher conveniently selected 50 out of the overall population as the sample size which comprise of 10teacher each from the selected secondary schools making a total of 50 teachers as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions which was raised against a four Likert scale of Strongly Agree(SA), Agree(A), Strongly Disagree(SD) and Disagree(D). Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analysed using the frequency tables, which provided answers to the research questions.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of fifty (50) questionnaires were administered to respondents of which only forty (40) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 40 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.1: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| Gender  Male |  |  |
| 20 | 50% |
| Female | 20 | 50% |
| Age |  |  |
| 20-25 | 0 | 0% |
| 25-30 | 5 | 10% |
| 30-40 | 20 | 60% |
| 40-45 | 10 | 20% |
| 45+ | 5 | 10% |
| Qualification |  |  |
| WAEC | 0 | 0% |
| HND|BSC | 30 | 70% |
| MSC | 10 | 30% |
| PHD | 0 | 0% |

**Source: Field Survey, 2021**

**4.2 ANSWERING RESEARCH QUESTIONS**

**Question 1:** To what extent does the qualification of economic teachers in senior secondary school affect the performance of the student?

**Table 4.2:** Respondent on question 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total** |
| Very high | 20 | 00 | 20 |
| high | 20 | 00 | 20 |
| Very low | 00 | 00 | 00 |
| low | 00 | 00 | 00 |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 20 of the respondents said very high , 20 said high while 0 of the respondent very low and low

**Question 2:** To what extent does the teachers method in teaching economics affect the student academic performance?

**Table 4.3:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total** |
| Very high | 40 | 00 | 40 |
| high | 00 | 00 | 00 |
| Very low | 00 | 00 | 00 |
| low | 00 | 00 | 00 |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, All the respondents constituting 40 said very high . There was no record of high and very low.

**Question 3:** How often does the teacher motivation affect the academic performance of the student?

**Table 4.4:** Respondent on question 3

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Very often | 30 | 60 |
| sometimes | 00 | 00 |
| Undecided | 10 | 40 |
| **Total** | **40** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 60% said very often. There was no record of no.while 40% were undecided.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was to examine the economics teacher’s effectiveness and academic performance of senior secondary school students using selected secondary schools in Owerri municipal as a case study**.** The study specifically was aimed at highlighting how the qualification of economics teachers in senior secondary schools affect the performance of the students. ascertain how the teachers method in teaching economics affect the student in senior secondary schools. how the motivation of the teacher affect the academic performance of the students in senior secondary school.The study adopted the survey research design and randomly enrolled participants in the study. A total of 40 responses were validated from the enrolled participants where all respondent are drawn from teachers from the selected secondary schools.

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1,That the qualification of economic teachers in senior secondary school affect the performance of the student

2)teachers method goes through a very high extent in teaching economics and influences student academic performance

3) it is very often that teacher motivation affect the academic performance of the student?

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1. All forms of distractions in teaching profession should be remove where practically possible;
2. Attendance of seminar, conference and workshop must be made compulsory for all categories of teachers Where necessary teachers should always go for In service training to update their skills and knowledge.
3. Teachers should cultivate the idea of always relating with individuals,groups and organizations outside the school communities purposely for students ’ learning;
4. Teachers should take teaching job seriously and ensure prompt attendance to their classes.

**REFERENCES**

Abiam; P. O. & Odok, J. K. (2006). Factors in Students‟ Achievement in Different Branches of Secondary School Mathematics. Journal of Education and Technology. 1(1), 161-168.

Abumere and Unuabona, (2003). Students‟ Attitude Towards Mathematics in Uganda Secondary Schools. African Journal of Research in Mathematics, Science and Technology Education, 9 (2), 152-164.

Adefarati, D. (2002). Improving Mathematics Curriculum at the Implementation Stage. Journal of Personality Study and Group Behaviour, 23(1), 102-121.

Adejumo, D. (2000). Sex Differences in Assertiveness Among University Students inNigeria. Journal of Social Psychology, 113,139-140.

Ademulegun (2001): Improving Mathematic Curriculum at Implementation Stage.

Adetoye, F.A. &Aiyedun, J.O (2003): The Position of Mathematics in the Teaching of Science and Technology. Ibadan Journal of Educational Studies. 3(1), 72-77.

Adesemowo, P. O. (2005). Premium on Affective Education: Panacea for Scholastic Malfunctioning and Aberration. 34th Inaugural Lecture, Olabisi Onabanjo University. Ago- Iwoye: Olabisi Onabanjo University Press.

Aiken, L. R. (2001). Intellective Variables and Mathematics Achievements: directions for research. Journal of school psychology. 9-20. Vol.2 pp 1-48

Airansian, P.W (2009 ). Classroom Assessment. New York, McGraw- Hill.

Aire, J.E. and Telia, Yinka (2003). The Impact of Motivation on Student's School Academic Performance in Nigeria. Journal of Personality Study and Group Behaviour, 23(1), 107-114.

Akinsola, M.K. &Ogunleye, B.O. (2003): Improving Mathematics Curriculum at the Implementation Stage. In O.A. Bamisaiye, LA. , Nwazuoke& A. Okediran (Eds). Education This Millennium: Innovation in Theory and Practice Lagos: Macmillan Nigeria Publisher Limited. Pp.211-218

Ale, S. O. (2007). Combating Poor Achievement in Mathematics, A Key Note Speech. ABACUS, 19(1), 26-46.vol. 3 pp1-45

Ale, S.O. (2000). "Mathematics in Science and Technology, A Preamble." The Proceedings of the Mathematical Association of Nigeria, August, 14-26.

Ale, S.O.. (2007). School Mathematics in the 1990's Some Major Problems for Developing Countries. International Journal of Mathematical Education in Science and Technology, 20(5).

Ale, S.O. (2000). "Mathematics in Science and Technology, A Preamble." The Proceedings of the Mathematical Association of Nigeria, August, 14-26.

Ale, S.O.. (2007). School Mathematics in the 1990's Some Major Problems for Developing Countries. International Journal of Mathematical Education in Science and Technology, 20(5).

Aremu. J. (2008). Address by the Honourable Minister of Education. ABACUS. 20(1)4-2.

Anameze, L. M (2006). A Study of Secondary School Students' Study Skills. A paper presentation at special end of century international conference organized by Nigerian Association of Educationists for National Development; held at Kaduna polytechnic.

Anderson, L. W. (2009). Increasing teacher effectiveness. Paris: UNESCO

Anyip, D. (2009), Mathematics Teachers' Perception on their Competence in Teaching Mathematics at Senior Secondary School Level in Kaduna State. An Unpublished M.Ed Thesis, ABU, Zaria.

Archer, B. 2009. "Sanders 101". Education Week, 17(23), pp.24.

Aremu, (2003). Motivating Learners for more effective achievement in

Aremu, A. O. (2000). Academic Performance 5 Factor Inventory. Ibadan: StirlingHorden Publishers.

Aremu, A.O. &Oluwole, D.A. (2001).Gender and Birth Order as Predictors of Normal pupil's anxiety pattern in examination. Ibadan Journal of Educational Studies, 1, (1), 1-7.

Aremu, S. &Oluwole, B. (2000). The Development and Validation and Academic Performance. 5 Factor Inventory: An Unpublished-Manuscript Department of Guidance and Counselling, University of Ibadan, Ibadan.

Armentano, Dominick. 2003. "Let's Re-think Class-size Amendment". Cato Asim, A. E. (2007).Examination ethics and school based assessments in science, technology and mathematics: A 60 Proceedings of 3 critical for universal basic education. Proceedings of the National Conference of National Association of and Researchers. Nigeria, Ago- luoye.

Asim, A. E., Kalu, I. M., Idaka, I. E., &Bassey, S. W. (2007). Competency in STM assessment: The case of primary school teachers in Cross .River State, Nigeria.Proceedings of International Conference to Review Research ' in Science, Technology and Mathematics Educationn (epiSTEME-2), Feb. 12-15 Mumbai, India.

Asimeng - Boahene, L. (2006). Gender Inequality in Science and Mathematics Education in Africa: The Causes, Consequences and Solution. Unpublished Seminar paper.

Atkinson, R. L., 'Atkinson, R. G., Smith, E. E., and Bern, D. 1, (1993). Introduction to Psychology. Florida, Harcourt Brace Jovanovich, Inc.

Awodeyi, A. F (2007). Gender and Achievement in Further Mathematics as Factors of Success in Mathematics Courses for Engineers, a Doctoral thesis presented to the Department of Education University of Nigeria, Nsukka.

Badmus, G. A. (2005). An Evaluation of the Mathematics Education Component of Nigerian Primary School Curriculum Between 1930 and 1960. ABACUS, 12, 65 - 83.

Baoku, C. G. M. (2004) Some Psychological Correlates of Academic Success and Failures. African Journal of Research, 2(1), 11-22.

Abdurahaman, H.(2009) The Relationship between Laboratory Facilities availability and Students Academic Performance and Attitude in Biology in ManiEducational zone, Kastina State. Unpublished seminar paper, in Science Education. Presented to the Department of Science Education, Ahmadu Bello University, Zaria.

Abe, T.O. (2014). Effect of Teachers’ Qualifications on Students’ Performance in Mathematics.Sky Journal of Education, Volume 2(1)

Adebisi, T. A & Ajayi (2015).Correlation of students’ Attitude and Gender differences on understanding of concept in Physics practical. Advances in Social Sciences Research Journal. 2 (4),215-21

Adebisi, T. A. (2014).Effectiveness of explanatory based concept strategy on Physics practical achievement in secondary school. Lagos Education Review 14(2).1-10

Adedipe, V.O. (2000). Personological correlates of academic achievement at secondry school levels. Nigerian Journal of Educational psychology,1(1) 151-160

Adedipe, V.O. (2003). Personological correlates of academic achievement at secondry school levels. Nigerian Journal of Educational psychology,1(1) 151-160

Adegbile, J.A. & Adeyemi, B.A. (2008). Enhancing quality assurance through teachers’ effectiveness. Academic Journals, 3(2),61-65. Retrieved on January 10, 2008 from http://www.acedamicjournals .org/ERR.

Aderounmu, A. O. Aworanti. O. A. and Kasali J. A. (2007). Science Technology and Mathematics (STM) Education for sustainable development: Effects of learning resources on students’ Performance. 50th Annual Conference Proceeding of Science Teachers Association of Nigeria 52- 57.

Adesina, S. (1990) Educational Management. Enugu; 4th dimension publishing co.ltd.

Adeyemi, T.O. (2006). Fundamentals of Educational Management. Lagos:Atlantic Associated publisher

Adodo, S. O. (2007). Effect of diagnostic remediation instructional strategies and students

Adunola, D.C. (2011). The effect of the aim and frequency of computer usage on student

Adunola, O. (2011),“The Impact of Teachers’ Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local cut Area of Ogun State,” Ego Booster Books, Ogun State, Nigeria.

Afangideh, M. E. (2011). Teacher and Needed Competences in Umoren, D. N. & Ogbodo, C. M. (Eds.). A Handbook on Teaching Profession in Nigeria. Uyo, Pradses Books and Press.

Afolabi,F & Audu,B(2007).Towards a scientific literate public education for sustainable national development. Journal of research in Education.4 (2), 11-14.

Agharuwhe, A. A. (2013). Effects of Teachers’ Effectiveness on Students’ Academic Performance in Public Secondary Schools; Delta State – Nigeria, Journal of Educational and Social Research, 3(3), 105-111.

Ahmad, F. & Aziz, J. (2009). Students’ perceptions of the teachers’ teaching of literature communicating and understanding through the eyes of the audience. European Journal of Social Sciences 7(3) 17-23.

Ahmed, T. M. (2003). Education and National Development in Nigeria. *Journal of Studies in Education 10, 35-46.*

Akinyele, G. A. (2001). Early Childhood Education: Guide for Parents and Teachers. U.AD Journal of Education, 2(1), October, 45.

Akiri, A. A. & Ugborugbo, N. M. (2008). An Examination of Genders Influence on Teachers productivity in Secondary Schools. J. Soc. Sci, 17(3): 185-191.World Bank. (2012). Gender equality in development. World development report 2012. Washington, DC: Author.

Akpochafo, W.P. (2009). Social Studies and Feminist Issues for teacher Education. Benin City: Justice Jeco Press and Publishing Ltd.

Akpojivi, U. (2008). Curriculum development in Nigeria for colleges and Universities. Calabar: But –Bass Educational Series.

Alimi O. S & Balogun B.N (2010). Teachers’ attributes as corerelates of students’ academic performance in Geography in the secondary schools in Ondo State, Nigeria.

Anackwe, M.C., Nzelum, V.N., Olisakwe, and Okpala, J.U. (2010). Principles and methods of science education. Onitsha, sofie Publicity Ltd.

Anaekwe, M.C., Nzelum, V.N., Olisakwe, and Okpala, J.U. (2010). Principles and methods of science education. Onitsha, sofie Publicity Ltd

Ayeni, A.J. (2011), “Teachers professional development and quality assurance in Nigerian Secondary Schools,” World Journal of Education, 1(2):143-149.

Bae, M. (2007). Interest in science education. Erdwardsville: Illinois University Press

Basu, J and Ghakroboty,U.(2001). Effect of sex role, identity on academic achievement of late adolescents in Indian. Journal of social psychology,41,586-598.

Basu, J and Ghakroboty,U.(2006). Effect of sex role, identity on academic achievement of late adolescents in Indian. Journal of social psychology,41,586-598.

Beilock, S. L., Gunderson, E., Ramirez, G., & Levine, S. C. (2010). Female teachers’ math anxiety affects girls’ math achievement. Proceedings of the National Academy of Sciences of the United States of America, 107(5), 1860–1863.[Crossref], [PubMed], [Web of Science ®], , [Google Scholar]

Benedict, O. (2000). Effects of laboratory facilities on students’ academic performance in Biology students. Journal of Professional Educators, 3, 95-96

Bernard, A. (2009). The child-friendly school: a summary. Paper written for UNIC New York.

Agyeman, D, F. (2003). Sociology of Education for African Students. Accra: Black Mask Ltd

Betiku, O. F. (2000). Gender equity in science, technology and mathematics: Paper Presented at the 3rd Biennial Conference of WCCI Nigeria Chapter, Abuja 26th - 29th April

Boyd, D., Landford, H., Loeb, S., Rockoff, J., &Wyckoff, J. (2008). The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement inHigh-Poverty Schools.Journal of Policy Analysis and Management, 27(4), 793–818.

Boyd, et al, Lankford H. Loeb S. Rockoff J, 2008. The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. Journal of Policy Analysis and Management, 27(4) 793-818.

Buddin, R., & May, G.Z.(2009). Teacher Qualifications and Student Achievement in Urban Elementary Schools of South Africa

Castellanos, R. (2000) Attitude and performance in schools. Unpublished Doctoral Dissertation, Capella University

Chang, W. (2002), “Interactive Teaching Approach in Year One University Physics in Taiwan: Implementation and Evaluation,” Asia-Pacific Forum on Science Learning and Teaching 3, (2002). Available on <http://www.ied.edu.hk/apfslt/v3\_issue1/changwj/index.htm >

Chukwuemaka, P. C. (2008). Efficacy of utilization of laboratory resources on the acquisition of science process skills among primary science pupils. Paper presented at the 49thannual Science Teachers’ conference STAN, Nsugbe, August 3-5.

Commey – Ras, M. (2003). Promoting a Culture of Reading. The Comet 1, 3-32.

Damodharan V. S. & Rengarajan .V (1999), “Innovative Methods of Teaching,” NationalResearchCouncil, Educational Journal Publication.

Dan, D.G.,&Dominic, J. B. (2010). Evaluating the Effect of Teacher Degree Level Teachers and Students’ Academic Performance, Florida Journal of Educational Administration & Policy, Volume 3, Issue 2.

Daniels, M. and Schouten, O. (2001) “Education in Europe: the Screening of students, problem of assessment and predictions of academic performance” London: George Harap Co. Ltd, 65

Danmole, B.T & Femi-Adeoye, .O. (2004). Effect of concept mapping technique on senior secondary school students’ achievement and retention of ecological concepts. Journal of the Science Teacher Association of Nigeria.

Danmole, B.T., & Femi-Adeoye, K.O. (2004). Effect of concept mapping technique on senior secondary school students’ achievement and retention of ecological concepts. Journal of the Science Teacher Association of Nigeria, 39(1&2), 32-38

Darling – Hammond, L. (2000). Teachers’ quality and students’ achievement: A review of state policy evidence. Educational Analysis Archives, 8 (1), 1-9.

Darling-Hammond, L.(2000). Teacher quality and student achievement: A review of the state policy evidence. Education Policy Analysis Archives, 8(1), 1-44.

Darling-Hammond, L., Berry, B.,& Thoreson, A. (2001). Does teacher certification matter? Evaluating the evidence. Educational Evaluation and Policy Analysis, 23(1), 57-77.

DiPrete, T. A., & Buchmann, C. (2013). The rise of women: The growing gender gap in education and what it means for American schools. New York, NY: Russell Sage Foundation.

Domike, G. C. (2012). Teacher-Pupil Interactional Patterns and Pupils’ Science Achievement in Imo State. Unpublished Ph.D. Thesis, Department of Curriculum and Teaching, University of Calabar, Calabar.

Drudy, S. (2008). Gender balance/gender bias: The teaching profession and the impact of feminisation. Gender and Education, 20(4), 309–323.[Taylor & Francis Online], [Web of Science.

Ecker, J. (1999). Teacher testing letter to the Ontario College of Teachers. Retrieved November 2, 2000, from <http://www.oct.ca/en/collegepublications/newsarcheive/assessment/advice-introl.asp>.

Edet, U. B. (2008). Effect of environmental resources on students’ academic performance in Biology. 49thannual conference of Science Teachers’ Association of Nigeria, Nsugbe, August 26.

Education and Training commission of Europe (2010). European Commission: Directorate General for Education and Culture. http://euroopa.eu.int/dgs/educationculture.

Eken, D.K. (2000). Through the eyes of the learner: learner observation of teaching styles and learning: ELLT Journal, 53(4), 66-80

Etiubon, R. U. (2010). Effect of instructional strategies and students’ variables on their cognition of world economic meltdown. Journal of Science Teachers’ Association of Nigeria, 52, 413-418. Igboabuchi, A. (2010). Biology laboratory facilities as a strategy for salvaging dwindling economy. Journal of Science Teachers’ Association of Nigeria, 42, 251-254.

Etukudo E.U.(2004). The effect of Laboratory and Discussion methods of Teaching on Students Performance in Mathematics at the Secondary School level*. Journal of Teacher education 12:32-37.*

Fakeye, O. D. (2012). Teachers’ qualification and subjection mastery as predictors of achievement in English Language in Ibarapapa Division of Oyo State. Global Journal of Human Social Science, 12(1), 34-40.

France, A., &Uting, L.(2003). Early Childhood Care and Education in Sub- Saharan Africa

Ganyaupfu Elvis Munyaradzi (2013) Teaching Methods and Students' Academic Performance <https://www.researchgate.net/publication>.

Gibson, S. and Dembo, M. (2001). Teacher Efficacy: A Construct Validation. Journal of Education of Psychology, 76, 582-594.

Senechal, D. (2010). Why Teaching Experience Matters. Available at: http://www.ny. chalkbeat.org. Accessed on: 21-7-2014.

Gichuba, C. Opasta & Nguchu, R. (2009). General methods of teaching young children and material development. Little birds ECDE Teacher Education, Nairobi: Longhorn Publishers.

Gracha, A.F (2002). Teaching with style: a practical guide to enhancing learning by understanding and learning styles. Alhance publishers

Grant, M. J., & Behrman, J. R. (2010). Gender gaps in educational attainment in less developed countries. Population and Development Review, 36(1), 71–89.[Crossref], [Web of Science ®], , [Google Scholar]

Hamidu, M. Y., Ibrahim A. I., Mohammed A.( 2014). The Use of Laboratory Method in Teaching Secondary School Students: a key to Improving the Quality of Education. International Journal of Scientific & Engineering Research, 5(9).81-86 .

Harris, O. & Sass, T.R. (2006). Value-added models and the measurement of teacher quality. Unpublished manuscript.

Helk, R.H. (2007). Examining the Relationship between Teacher Quality as an Organizational Property of Schools and Students' Achievement and Growth Rates. Educational Administration Quarterly,43(4), 399-432.

Hightower, A.M. (2011), “Improving student learning by supporting quality teaching: Key issues, effective strategies,” Editorial Projects in Education.

Howard, G. (2009). The impact of teaching styles and other related variables on student achievement in mathematics and implications for curriculum management. An Unpublished Ph.D Thesis Atlanta University.

Ibeawuchi, A. R. (2012). An Examination of Teacher Qualifications and students Achievement in Mathematics etd. Auburn edu.ead/bit stream/handle/Richardson Antoine 8. pdf.

Ibukun, W.O. (2009). Building the future: Invest in teachers now. A paper presented at the Ondo State world teachers day Monday, 5th October.

Ige, T.A. (2000). Boosting Resource Utilization in biology Classrooms*, 41st Annual Conference Proceedings of Science Teachers Association of Nigeria* 141-145.

Igoko, .O & Ibeneme, O.T (2006). Effects of some cognitive constructivist instructional approaches on students’ achievement and retention in the study introductory technology in Nigeria. Journal of the Science Teachers Association of Nigeria 41 (1&2) , 37-43

Ihuarulam, A. I. (2008). Chemistry teachers’ perception of availability and utilization of resources for curriculum development in Kano State. Published M.Ed. thesis, University of Kano, Nigeria.

Iji, C. O. and Harbor Peters V. F, (2005). Effect of Logo and Basic Programmes on the Achievement in Geometry of Junior Secondary School Students ABACUS. Journal of Mathematics Association of Nigeria 30(1) 67-77.

Ivowi, U. (1983). Relationship between laboratory facilities and students’ academic performance in Anambra State. Journal of Nigeria Educational Research Association, 8, 32-33. Chemistry and Materials Research www.iiste.org ISSN 2224- 3224 (Print) ISSN 2225- 0956 (Online) Vol.7 No.3, 2015 62

Ivowi, V.M.O. (1999). Beyond enriching Science, Technology and Mathematics Educational Content.40th Annual Conference Proceedings of Science Teachers Association of Nigeria.

Jaiyeoba, A,O and Atanda, A.I (2005). Quality Substance in Nigeria Educational System: Challenges to Government Deregulating the Provision and Management of Education in Nigeria. Jos, M.P Ginac Concept Ltd 98-103.

Jatau, A. A. (2008). Identification of level of utilization of STME curriculum instructional resources among science teachers in Pankshin. Proceedings of the 47thannual conference of STAN, Calabar, August 3-7.

Jegede, B. A. (2000). Non-cognitive correlates of secondary schools sciences. Journal of Science Teachers Association of Nigeria, 22(2), 78-84.

Kelleher, F., Severin, F. O., Samson, M., De, A., Afamasaga-Wright, T., & Sedere, U. M. (2011). Women and the teaching profession: Exploring the feminisation debate. London: Commonwealth Secretariat and UNESCO.

Lebey, H. (2003). Discipline for self- control. Upper sadle River, NJ: Prentice hall

Maduabum, M. A. (2007). In-service education: a neglected dimension of the professional development of the Nigerian Science Teacher. West African Journal of Educational Research (WAJER), 1 (2), 183-185.

Maduabum, M. A. (2012). Teaching integrated science effectively. Onitsha: Space Matrix.

Mangvwat, C. (2006). Gender difference in cognition: A function of maturation role. Science, 193(190), 157-163

Mathew, J. C. (1998). Objectives of laboratory teaching education in Chemistry. Journal of Science Teachers Association of Nigeria, 6, 206-208.

McCoy, M.R.(2006). Teaching styles and the application of adult learning principles by police instructors, policing: An International Journal of Police Strategies and Management.

Milgwa, D.M (2000). Assessment of the Knowledge and Practice of Safety Measures amongst Welders in Kaduna metropolis. Master in Public Health (M.PH) thesis. Ahmadu Bello University, Zaria.

MINEDUC (2010). Appraisal of the Education Sector Strategic Plan 2010-2015. Kigali: Ministry of Education.

Musau, L.M, &Abere, M.J. (2014). Teacher Qualification and Students’ Academic Performance in Science Mathematics and Technology Subjects in Kenya, International Journal of Educational Administration and Policy Studies, Retrieved from http://academicjournals.org/journal/IJEAPS/article/BAD736653197 on 28th August

Negedu, A. S. (2008). Effects of Science, Technology, Society (STS) Approach on Students Achievement and Interest in Integrated Science in Junior Secondary School. *An Unpublished M.ED Thesis.* University of Nigeria, Nsukka.

Ngonga, B. (2002).An assessment of englishlanguage teacher education in the light of classroom needs: A Case Study of Maseno University. An Unpublished P.hD Thesis, Maseno University.

Nwafor. C.E. (2012). Comparative study of students Academic Performance in J.S.S Certificate in Basic Science in Public and Private Secondary School in Ebonyi State University, Un-public Lecture notes.

Nwafor. C.E. (2012). Comparative study of students Academic Performance in J.S.S Certificate in Basic Science in Public and Private Secondary School in Ebonyi State University, Un-public Lecture notes.

Nwagbo, C. (2008). Science Technology and Mathematics Curriculum Development: Focus on Problems and Prospect of Biology Curriculum Delivery. *49th* *Proceedings of Science Teachers Association of Nigeria 77-81.*

Nworgu, L.N. (1999). Diagnosis of Students’ Difficulties in Biology Practical*. 40th Annual Conference Proceedings of Science Teachers Association of Nigeria.*

Obannaya, U.I 2009: The influence of Teachers Background. Professional Development and Teaching Practices on Students’ Achievement in Mathematics in Lesotho Masters Dissertation, Unpublished Pretoria: University of south Africa

Obeameata, J. O. (2004) “Raising the standard performance in public examinations in Nigeria” Ibadan: Paper presented at the WAEC sym-posium held at the University of Ibadan.

Oboh, F.O. (2008). The Need of Improvised Teaching Aid for Effective Teaching –Learning of Biology. *Bichi journal Education 8 (1) 64-69.*

Ogawa, K. (2010). Universal Primary Education Policy and Quality of Education in Sub-Saharan Africa: Case Study of Ghana, Kenya, Malawi and Uganda. Graduate school of International Co-operation studies, Kobe University

Owalabi, T. (2012).Effect of Teacher’s Qualification on the Performance of Senior Secondary School Physics Students: Implication on Technology in Nigeria. Department of Curriculum Studies, Ekiti State University

Ogunkola, B.J. and Olatoye R.A.(2004) Student Gender Self-Concept and Attitude Towards Science as Predictors of Performance in Practical Biology Tasks. *Sokoto Educational Review 7:124-125.*

Oka, B.O. (2015). Effects of computer Assisted Instruction on the Achievement of Junior Secondary School Students’ in Basic Science. Unpublished B.Sc.Ed Project Abakaliki, Ebonyi State University.

Okoye, N.S. Momoh, S.O. Aigbomian, D.O & Okecha, R.E. (2008). “Teachers’ Quality Instructional Strategies and Students Performance in Secondary School Science.” Journal of Instructional Psychology. Volume: 35 Source Issue: 2

Olarewaju, O. I. (2004). The effectiveness planned post laboratories discussion on students’ achievement in Physics. Nigeria Journal of Educational Foundation, 4(2), 110-111.

Omebe, C.A and Omiko, A. (2015). Effect of Instructional Resources on students’ Achievement in Physics in Secondary Schools in Ebonyi State, Nigeria. Journal of the Science Teachers Association of Nigeria (JSTAN). 50 (Issue 1) 174-183.

Omiko, A. (1987). Evaluation of classroom experiences of Integrated Science Teachers. Unpublished B.Sc. Ed. Thesis, Nsukka, University of Nigeria, U.N.N.

Omiko, A. (2005). Science and Technology: Imperative for African Development in the twenty first Century. Journal of African in a New World Order. 2(1) 107-114

Omiko, A. (2012). Science and Technology Education curriculum and Entrepreneurship skills Acquisition at the Senior Secondary levels: Problems and Prospects. Journal of the Curriculum Organization of Nigeria (CON) 19(2) 101-109.

Omiko, A. (2014). Identification of the factors that influence teachers use of strategies in effective teaching of chemistry in secondary schools in Ebonyi State of Nigeria. Unpublished Project. Abakaliki, Ebonyi State University.

Omiko, A. (2012). Science and Technology Education curriculum and Entrepreneurship skills Acquisition at the Senior Secondary levels: Problems and Prospects. Journal of the Curriculum Organiation of Nigeria (CON) 19(2) 101-109

Omiko, A. (2015). Impact of Instructional Scaffolding on Students’ Achievement in Chemistry in Secondary schools in Ebonyi State of Nigeria. International Journal of Education Learning and development. 3(7) 74-83, Editor.ijeld@ea-journals.org

Omiko, A. (2015). Laboratory Teaching: Implication on students’ Achievement in Chemistry in secondary Schools in Ebonyi State of Nigeria. Journal of Education and Practice. 6(30) 206-213, http//iiste.org/journals/index.php/jep/issue/view/21.

Omosewo, E.O.(2010b). Science Laboratory Management in Some Selected Secondary Schools of Moro LGA of Osun State pp 8. [www.new.unilorin.edu.ng](http://www.new.unilorin.edu.ng). Retrieved on 18th August 2010.

Onah, G.U. and Ugwu, E. I. (2010) Factors which Predict Performances in Secondary School Physics in Ebonyi North Educational Zone of Ebonyi State, Nigeria. *Advanced in Applied Science Research, 1 (3) 255-258.*

Onawola, M.O. (2002). Some Science Resources in Some Selected Secondary Schools in Kwara State. Unpublished Bachelor Degree Research Project.

Onitsha, Nigeria. Emba Publishing Company Limited.

Onyeukwu, D. (2000). Psychological analysis of juvenile delinquency. Nigeria Journal of Applied Psychology, 1 (3), 228 - 237.

Opara, M. F. (2008). Utilization of laboratory facilities and students’ academic performance. Unpublished M.Ed. thesis of Anambra State University, Nigeria.

Oriade, T. I. (2008). An empirical study of the utilization of instructional materials and laboratory resources in Biology curriculum implementation. Paper presented at the 49thannual conference of STAN, Nsugbe, August 26.

Oyetunde, A.A (2008). School Size and Facilities as Correlate of Junior Secondary School Student’s Performance in Oyo state. Nigeria. *Pakistan Journal of social* *sciences 5 (8) 836 – 840.*

Reeves, D.B. (2004). Getting accountability right: Effective strategies from the classroom to the board room. Presentation at the annual conference of the Association for supervision and curriculum development, New Orleans, LA.

Reuda, M. (2002), How to make e-learning work for your company, Workspan, Vol. 45 No.12.

Rice, J. K. (2010). The Impact of Teacher Experience: Examining the evidence and Policy Implications. Available at: http://www.urban.org. Accessed on: 24-7-2014.

Richardson, A.R (2008). An Examination of Teacher Qualifications and Students Achievement in Mathematics. Masters Dissertation, Unpublished Alabama Auburn University.

Santrock, J.W. (2006) Adolescence. New York: McGraw-Hill

Simkins,T., (2003). Economic and the Management of Resource in Education. Sheffieds City Polythenic UK, Pp. 5-7

Singh, Y. K. (2010). Dictionary of Education. New Delhi: A. P. H Publishing Corporation

Slavin, R.E. (2006), “Research for the future- Research on cooperative learning and achievement: What we know, what we need to know,” Contemporary Educational Psychology, 21(4): 43-69

Stan, G. (2004)” Raising the performance of students in public Examinations in Science, Technology and Mathematics” Paper presented at the WAEC Symposium held at the University of Ibadan.

Tebabal, J., & Kahssay, E. (2011). The role of teacher’s initiation in online pedagogy‟ Education Training Vol. 54 No. 6, 2012 pp. 456-471

Ughamadu, K. A. 2005. Curriculum: Concept, development and implementation.

Ughamadu, K.A. (1992*). Curriculum Concept Developments and Implementation.*

Ukpabi, A. (1985). Pre-service Science Teachers Perception of Integrated Science in Owerri Local Government Area of Imo State. Unpublished PGDE Thesis UNN.

Ukponu, C.O. (2007) Relationship Between Family Factor and Academic Performance of Student in Ika Local Government Area . Unpublished Thesis, Delta State University, Abraka.

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ]

Female [ ]

Age

20-25 [ ]

25-30 [ ]

30-40 [ ]

40-45 [ ]

45+ [ ]

Qualification

WAEC [ ]

HND|BSC [ ]

MSC [ ]

PHD [ ]

Section B

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**Question 1:** To what extent does the qualification of economic teachers in senior secondary school affect the performance of the student?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Options** | **Strongly agree** | **agree** | **Strongly disagree** | **disagree** |
| Very high |  |  |  |  |
| high |  |  |  |  |
| Very low |  |  |  |  |
| low |  |  |  |  |

**Question 2:** To what extent does the teachers method in teaching economics affect the student academic performance?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Options** | **Strongly agree** | **agree** | **Strongly disagree** | **disagree** |
| Very high |  |  |  |  |
| high |  |  |  |  |
| Very low |  |  |  |  |
| low |  |  |  |  |

**Question 3:** How often does the teacher motivation affect the academic performance of the student?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| Very often |  |
| sometimes |  |
| Undecided |  |
| **Total** | **40** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 60% said very often. There was no record of no.while 40% were undecided.