INFLUENCE OF ECONOMICS TEACHERS' VARIABLES ON STUDENTS' ACADEMIC PERFORMANCE IN NASARAWA STATE, NIGERIA

Abstract

This study investigated the influence of Economics teachers' variables (qualification and experience) on students' academic performance in Keffi Local Government Area of Nasarawa State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 alpha level. The study adopted descriptive survey research design. The target population consisted of 21 senior secondary schools with 246 students and 43 Economics teachers. A sample of 90 students and 10 Economics teachers from five schools was selected from the target population using stratified random sampling technique. Alikert type questionnaire with Cronbach's alpha coeffienct of 0.88 was used for data collection. Data were analyzed using descriptive statistics of simple percentage to answer research questions while chi-square statistic was used to test the formulated hypotheses. Findings from the study revealed that Economics teachers' variables influence students' academic performance.

Keywords: Qualification, Experience and Academic Performance.

Introduction

Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level (Owolabi & Adedayo, 2012). A secondary school student is in a critical time for forming aspirations for the future, especially with regard to career aspirations. School performance is a key mechanism through which students learn about their talents, abilities, and competencies, which are important part of developing future career in line with their performances in the school system. In education, the assessment of learning is generally built around demonstration of competences in certain domains by the students after being exposed to a particular body of knowledge.

The school therefore, is an educational institution which is directed to equip learners with appropriate knowledge, skills, abilities and the

inclusion of high sense of social responsibilities and moral precepts for the purposes of further studies, employment, and achievement of a fulfilled life (Rice, 2000). Thus, the effectiveness of education is determined by the extent to which these purposes are rewarded. This is monitored through the amount of learning that takes place in students, which is measured in terms of changes in behaviour.

In essence, it is generally believed that obtaining qualitative education is the key to being successful in life, but many factors come to play when this is discussed. Some of these factors include teachers' qualification, teaching experience, lack of instructional materials, teaching method and attitude of both teachers and students towards teaching.

Teachers at all levels of education play the decisive role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most important cog in the educational machine and that teachers are highly instrumental to the success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends greatly on teacher's dedication and commitment to their work. Quality of a teacher is another very influential determinant of the classroom environment. Teachers' qualities include preparation and training, the use of a particular instructional approach and experience in teaching. The quality of education hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources. Teacher quality is widely thought of as an essential determinant of academic performance, yet there is little agreement as to what specific characteristics make a good teacher. This is an important issue as the economic impact of higher student achievement can be a function of the depreciation rate of student learning, the total variation of teacher quality (as measured by student achievement on standardized tests), and the labor market return to one standard deviation of higher achievement.

Academic performance refers to the outcome of education. It is the extent to which a student, teacher or institution has achieved the educational goal (Owolabi, 2007). The meaning of academic performance can be appreciated in how well one does in school and how students in particular deal with their studies.

It is however important to note that all students are required to maintain a satisfactory academic record and meet the obligations of the courses for which they enroll. Considering government's huge investment in education, its output in terms of quality of students has been observed to be unequal its expenditure. Consequent upon the observed deterioration in the academic performance of secondary school students in public secondary schools, one wonders if the high failure rates and the poor quality of the students are not a reflection of the consequences of their unhealthy and discouraging disposition toward their academics.

In other words, the widely acclaimed deteriorated standard of education in Nigeria, to a large extent, depends on factors resident in students and their peers.

Teacher Qualification may affect students academic achievement. There are three ways in which teacher qualification can be quantified that is; Level of 4 education, Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development. Teacher license test scores were unrelated to teacher success in the classroom; student performance was not related to the teachers' advanced degrees, student performance increases with teacher experience but the correlation is weak.

Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student's achievement. Thus, raising educational standards should be the government's number one priority. Similarly, Lassa (2000) claimed that education cannot be adequately provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.

An uncertified teacher cannot prepare students for West Africa Examination council and General Certificate Examination (WASCE/GCE) because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. Teachers are the main

determinants of quality in education: If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like.

Rice (2000) affirmed five broad categories of teacher variables that appear to contribute to teacher quality, they are; experience, preparation programs and degrees, type of certification, course work taken in preparation for the profession, and teachers' on test scores performance as a variable is linked to the teachers' experience, resulting from the ideas generated in the course of learning, training, acquired classroom management skills expertise. Elisha (2017) examined educational services, teacher quality and students' academic performance in public senior secondary schools, north central zone, Nigeria. Correlational survey design was adopted.

Simple random sampling technique was used to select 3,360 participants out of 8,800 target population, (3080 teachers and 280 principals). The respondents were selected from 280 (35%) Schools out of the 800 Public Senior Secondary Schools in the North Central Zone, of Nigeria as at the time of this study. Three researcher-designed instruments, namely, Availability of Educational Services Questionnaire (AESQ), Teacher Quality Assessment Questionnaire (TQAQ), and Students' Academic Performance Proforma (SAPP), were used to collect relevant data for the study. The coefficients of reliability of AESQ and TQAQ were found to be 0.75 and 0.78 respectively. Means and Percentage were used to answer the research questions raised.

Multiple regression analysis was used to test the main hypothesis. In addition, Pearson Product Moment Correlation Statistical Methods were used to test the operational hypotheses, all at 0.05 significance level. The findings revealed that provision of library service, computer services and education resource centers services were found to be grossly inadequate (22%, 37% and 38%) as indicated by the teacher responses. The average success rate of students in West African Senior Schools Certificate Examinations (WASSCE) from 2004 to 2008 was 12.0%. The Fitted Multiple Regression Model was significant at $\alpha = 0.05$, indicating that there was significant relationship among educational services, teacher

quality and students' academic performance (p-value < 0.05, $R^2 = 0.51$). The hypotheses tested indicated that there was significant and positive relationship among the provision of library services, supervision of instruction, teachers' in-service training and students' academic performance ($r=0.54$, $p < 0.05$ and $r=0.52$, $p < 0.05$ and $r = 0.70$, $p < 0.05$) respectively. The results further showed that there was a significant, positive and strong relationship among the use of computer aided instruction, education resource centre services, teacher academic qualification and students' academic performance ($r = 0.54$; $p < 0.05$; $r = 0.80$, $p < 0.05$ and $r = 0.53$, $p < 0.05$) respectively. The result further indicated that there was a significant, positive and strong relationship among teachers' professional qualifications, teachers' experience and students' academic performance ($r = 0.71$, $p < 0.05$ and $r = 0.73$, $p < 0.05$) respectively. The design of the study, population, simple techniques, nature of the instrument, method of data analysis and others are differe from the presnt study. These searved the primary gaps of the present study.

Owolabi (2012) examined the effect of teacher's qualification on the performance of Senior Secondary School students in Physics. The purpose was to determine whether the status of the teacher has any impact on the performance of the students in Physics. The survey type of descriptive research design was adopted. The sample for the study consisted of 100 Senior Secondary Schools Physics students in Ekiti State. The data collated were analysed using inferential statistics. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

It was also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher's gender has no effect on their ability to impact knowledge on the students, much as he/she is a skilled teacher in that field of study.

Jaime (2000) examined the effect of teacher experience and teacher degree levels on student achievement in mathematics and communication arts. In addition, this study examined whether a teacher's degree level has an effect on overall achievement of students on the communication arts and mathematics sections of the Missouri Assessment Program. Using descriptive statistics and factorial ANOVA, the researcher used data from both the communication arts and mathematics sections of the Missouri

Assessment Program exam from the 2005-06 and 2006-07 school years to determine whether teacher degree level or years of experience had an effect on student achievement. Indicated teacher degree level alone had no effect on student achievement. The results indicated that year of experience, as well as the interaction between years of experience and degree level, had an effect on student achievement in both communication arts and mathematics. These results provide a strong foundation for further research in which this particular study could be continued using future test score data. Additionally, it could be expanded statewide, using data from districts all across the state.

Olatoun (2010) examined the number of qualified teachers and its relationship to students' academic performance in public secondary schools in a sample of Local Government Areas (LGA) of Osun State. An instrument titled "Quantity and Quality of Teachers and Students' Academic Performance" (QQTSAP) was used for the study. The Senior School Certificate Examination results from 2000/01to 2004/05 were used to analyze students' academic performance and reflected some concerns in the school system. The data were analyzed using ANOVA and Spearman rank correlation coefficient to test the three operational hypotheses. Findings of this study showed teachers' qualifications, experience and teacher–student ratio were significantly related to students' academic performance. These findings can be used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria. In Nigeria, the poor academic performance of students has become a worrisome phenomenon among stakeholders in education. For instance, poor performance of students in their senior school certificate examination (SSCE) has been of immense concern to both the parents and educators. According to the results from the West Africa Examination Council (WAEC) of 201 , the failure rate was 44.07, in 2001 it was 43.02%, and in 2002 it was 42.61%, while in 2003 the failure rate was 33%. In 2014 the statistics revealed that only 29.27% of students, who sat for WAEC passed Economics; while the most recently released WAEC results of 2018, showed that only 38.68% of students passed Economics. The above trend shows that failure rate in each succeeding year is on the increase and did not indicate any improvement.

This is certainly disturbing and calls for urgent action to remediate the situation in order to enhance academic performance of students in

Economics, thus salvaging the education sector out of this nagging problem. Though factors responsible for the continuous poor performance of students in Economics have to some extent been dealt with in literature, but yet the students' poor performance in Economics still needs remediation and since, the teacher occupies a central position in the educational sector, there is a general belief that no education system can rise above the quality of teachers in the system. Teaching also has been noted as one of the most difficult jobs in the world. It becomes more difficult when the teacher is overwhelmed with the problems of classroom management.

In order not to be placed in this position, there is need for effective classroom management. This effectiveness of classroom management depends on the provisions of good teachers, good facilities, and adequate knowledge of subject matters, personnel, fund, and provision of good physical learning environment, good leadership style, good personality and attributes that will ensure the maintenance of student's interest. Absence of all these leads to poor achievement of students in Economics.. It is against this backdrop that this study sought to investigate the influence of Economics teachers' variables on students' academic performance in senior Secondary School in Keffi Local Government Area of Nasarawa State, Nigeria.

Objectives of the Study

The main objective of this study was to investigate the influence of Economics teachers' variables on student academic performance in Keffi Local Government Area of Nasarawa State-Nigeria. Specifically, this study soughts to:

1. Determine how experience of Economics teacher influence students' academic performance
2. Examine how Economics teachers' qualification influence students academic performance

Research Questions

The following research questions were raised to facilitate the investigation:

1. How does experience of Economics teacher influence students' academic performance?

2. To what extent does Economics teachers' qualification influence students' academic performance?

Hypotheses

To facilitate the investigation, the following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant influence between economics teachers experience and students academic performance.
2. There is no significant influence between Economics teachers' qualification and students academic performance.

Methodology

The study used descriptive survey research design in view of the wide spread coverage of information and also the use of sample without any manipulation or control of sample subjects and variables justified the adoption of survey design (Cozby, 2003). The target of this study consist 21 senior secondary schools with 246 students and that of Economics teachers were 43. Samples of 90 students and 2 Economics teachers were selected totaling (10 Economics teachers) from each school with 5 schools were selected using stratified random sampling technique was adopted in selecting the schools and number of respondents. Questionnaire on Economics teachers' variables on students academic performance was used (QETVSAP) was constructed by the researchers and validated through a pilot study and a panel of 2 experts in Educational Measurement and Evaluation, Faculty of Education, Department of Educational Foundations, Nasarawa State University, Keffi, Nigeria validated the instrument using face validity. After the pilot survey, the researchers made the necessary amendments to the questionnaire as requested by the experts where a reliability co-efficient of 0.88 index was established using the Cronbach alpha method. A total of 25 items were constructed based on 5-points Likert scale given as follows: Strongly Agreed (5), Agreed (4), Undecided Disagreed (3), Disagreed (2) and Strongly Disagreed (1).

This scale will be used as the response mode In each of the schools visited, the researchers personally administered the questionnaires assisted by the research assistants. In the course of respond to the instrument, the respondents were not allowed to consult or discuss with their classmate or friends before answering the question. This was necessary measure taken to ensure a reliability sampling of individual

without external influence Teachers with Nigerian Certificate in Education (NCE) and Ordinary National Diploma (ND) are regarded as low qualification levels while Higher National Diploma (HND) and University Degrees are considered to be high qualification levels.

Teachers with education background i.e. NCE and B.Sc. (Ed) or B.Ed. are regarded as skilled and professional teachers while others are classified as unskilled teachers. Long time experience teachers are those that have spent at least five years in teaching while teachers with less than five years are considered as short time experience teachers. Data were analyzed using descriptive statistics of simple percentage to answer research questions while Chi-square was used to test formulated hypotheses at the 0.05 level of significance.

Results

Research Question 1: How does experience of Economics teacher influenced students' academic performance?

Table 1

Responses on Economics teacher qualification and students' academic performance

Variables	N	Percentage
Diploma	-	-
NCE	45	45%
Bsc/Ed	31	31%
Masters	21	21%
PhD	3	3%
Total	100	100%

Table 1 shows that 45 Economics teachers had the highest qualification with 45 percent. This implies that Economics teacher's qualification influence student's academic performance in Economics.

Research Question 2: How does Economics teacher's experience influenced students' academic performance?

Table 2

Influence of Economics Teacher's experience on students' performance

Years of Expekrience	N	Percentage
Less than 5 years	6	6%
5- 10 years	38	38%
11- 15 years	29	29%
16- 20 years	18	18%
21-25 yearas	5	5%
26 and above	4	4%
Total	100	100%

Table 2 indicated that out of 100 respondents, 30 respondents had 5-10 years teaching experienced. This implies that Economics teachers teaching experience improve students' academic performance in Economics.

Testing of Hypotheses

Hypothesis 1: There is no significant influenced between Economics teachers experience and students' academic performance.

Table 3

: χ^{2cal} Analysis of Significant influenced between Economics teachers experience and students academic performance

Variables	N	df	Level of sign	χ^{2cal}	χ^{2tab}	Decision
Teacher experience	59	98	0.05	1.57	1.98	H_0 Acceptted
Performance	41					

table 3 reveals the χ^{2cal} is 1.57 while the χ^2 tabulated is 1.98 at 0.05 level of significance and df 98. Since the χ^2 calculated is less than the χ^2 tabulated, the null hypothesis was accepted. This implies that there was null significant influenced between economics teachers experience and students' academic performance.

This implies that Economics teachers experience improve students' performance in Nasarawa State secondary schools.

Hypothesis 2: There is no significant influence between Economics teachers' qualification and students' academic performance

Table 4

χ^{2cal} Analysis of significant influence between Economics teachers qualification and students academic performance

Variables	N	df	Level of Sign	χ^{2cal}	χ^{2tab}	Decision
Teachers Qualification	76	98	0.05	1.21	1.98	H_i: Accepted
Academic Performance	24					

Amend Table

From the table 2 above, reveals that the χ^{2cal} 1.21 while the χ^2tabulated is 1.98 at 0.05 level of significance and df 98. Since theχ^{2cal} is less than the χ^{2tab}, the null hypothesis is rejected. This implies that there was significant influence between Economics teachers' qualification and students academic performance in secondary schools.

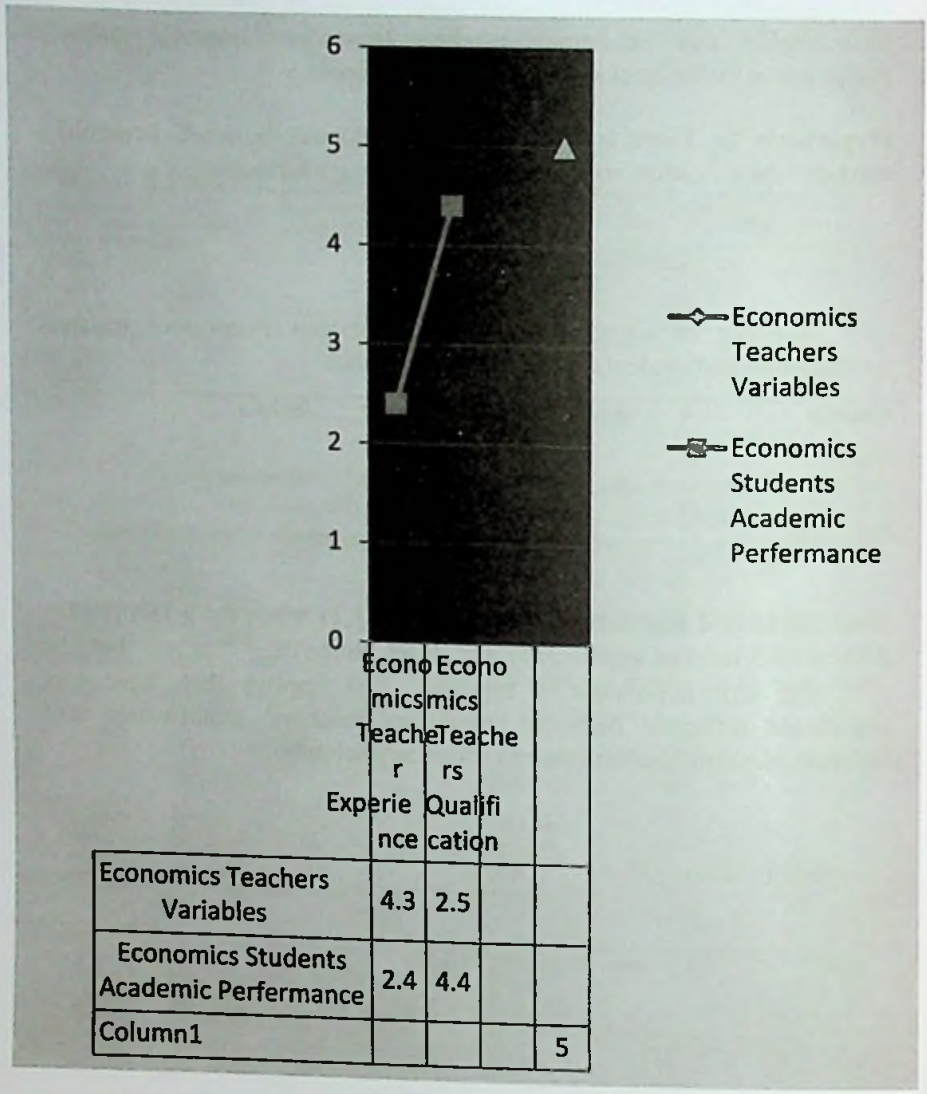


Figure 2: Graph Data Table of Economics Teacher Variables with Students Academic Performance

Discussion

First finding of the study revealed that there was significant influenced between economics teacher experience and students' academic performance. This agreed with Jaime (2000) His results indicated teacher degree level alone had no effect on student achievement.

The results indicated that years of experience, as well as the interaction between years of experience and degree level, had an effect on student achievement in both communication arts and mathematics. These results provide a strong foundation for further research in which this particular study could be continued using future test score data. Additionally, it could be expanded state wide, using data from districts all across the state. Finally, this study could be changed to include the addition of other factors such as years of experience teaching a tested subject or grade level as well as specific area of degree level. The finding also support the work of Elisha (2017)who found that there was a significant, positive and strong relationship among the use of computer aided instruction, education resource centre services, teacher academic qualification and students' academic performance ($r = 0.54$; $p < 0.05$; $r = 0.80$, $p < 0.05$ and $r = 0.53$, $p < 0.05$) respectively. The result further indicated that there was a significant, positive and strong relationship among teachers' professional qualifications, teachers' experience and students' academic performance ($r = 0.71$, $p < 0.05$ and $r = 0.73$, $p < 0.05$) respectively.

The second finding of this study shows that there was significant influence between Economics teacher qualification and students academic performance. This go in line with Olatoun (2010) who found those teachers' qualifications, experience and teacher–student ratio were significantly related to students' academic performance. These findings can be used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria. The finding of this nature also agreed with Owolabi (2012) who found that teacher's gender has no effect on their ability to impact knowledge on the students, much as he/she is a skilled teacher in that field of study. However, the experience of the teacher is significant at impacting the students' academic performance in Physics. Based on the findings, it was recommended that experienced teachers with professional qualifications in higher level should teach Physics at the certificate class.

Conclusion

This paper concluded from the findings of this study that Economics teacher's academic qualification only is not enough to positively affect academic performance of secondary school students but a professional qualification in a specified field of study. Though, this study showed that teacher experience is very important, but cannot be jettisoned when considering teacher's effectiveness. While most Economics teachers had acquired a bachelor degree, there was need to encourage regular teaching staff to go for further education as most of them were diploma holders. This has potential to enhance academic performance of studnets. The study noted that most Economics teachers in Keffi Local Government Area of Nasarawa State were well experienced in the teaching profession and that teacher who had higher qualifications tended to teach the SS 3. Finally, the study found that students taught by Economics teacher with higher qualifications performed better than those taught by Economics teacher with low qualifications.

Recommendations

In view of the findings of the study, the following recommendations are made:

1. Government should make provisions for Economics teachers to attend workshop, seminars, and conferences.
2. Economics teachers should be encouraged to furthering their education.

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