TEACHERS VARIABLES AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN ECONOMICS IN SHONGOM LOCAL GOVERNMENT AREA OF GOMBE STATE

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Abstract

For this study, the survey research design was adopted. This research design provides a quickly efficient and accurate means of assessing information about a population of interest. It intends to study teacher variables and their relationship with academic performance of students in economics. The study was conducted in Shongom local government of Gombe State. The population for this study were economics teachers from all 13 senior secondary schools in Shongom Local Government Area of Gombe State, Nigeria which were 150 respondent. The reason for choosing Shongom LGA Gombe State is because of its proximity to the researcher. Stratified random sampling technique was employed in selecting seven senior Secondary School In Shongom LGA Gombe State among the School selected three are Government school, three are private School, and one is missionary School. 108 economics teachers' staff in seven senior secondary schools mentions above out of the 150 0f the total population as a sample to give equal chance for all member of the population for being selected. The sample size therefore is 108 respondents. Data for this study was collected from primary and secondary sources. It was found out that, Academic performance of students is significantly influenced by the effectiveness of the teachers with effective teacher classes performing better than their counterparts in the classes with ineffective teacher, The professional qualifications of teachers significantly and positively influence the academic performances of their students. There is a significant relationship between teachers' method of teaching, effectiveness, teacher qualification and students' achievement in economics at the secondary schools in Shongom Local government area of Gombe State. The coefficient of 0.81 was considered as reliability coefficient because according to Samuel (2013), a test-retest coefficient of 0.5 was enough to justify the use of a research instrument. Based on the findings the following recommendations was made: Some variables like sex, experiences, qualifications, locations as well as population of the students should be considered before posting teachers by the concerned bodies.

Keywords: Teachers' variables, Qualification, Experience, Academic performance and Students

Introduction

Teaching is a very complicated or multifaceted activity that is affected by some variables such as subject matter, the time available, the teacher's factor, the disposition of the learners and resources. A distinction can be made between the pedagogical perspectives of teaching which includes the selection and organization of teaching material, method of organization of teaching materials, method of instruction and assessment as well as the interpersonal relationship between teachers and students. There is essential interpersonal relationship between teachers and students. Since teachers prefer a disciplined and conventional environment for learning, whereas others want to create a pleasant classroom atmosphere where students feel safe to take risks and be creative (Adamu, 2016). Success in any worthwhile endeavor may be contingent upon certain critical variables or factors. This can also be said of student's performance in school. Good achievement in schooling would be the affective (attitude) and psychomotor domains. Ali (2019) argued that one key overriding factor for the success of overall performance in their academic pursuit is the teacher.

In the same vein, Bello (2017) believed that teacher's qualification level and exposure can go a long way to bringing a discernible difference in the quality of students produced. Chaca (2016) argued that shortage of qualified teachers is responsible for the poor academic achievement observable among the student. Carty (2014) argued that students taught by more qualified and experienced teachers in terms of knowledge of the subject matter perform better than those taught by less qualified but experienced teachers. The educational analysis undertaken in Nigeria by the Federal Government through the instrumentality of National Economic

Empowerment and Development Strategy (NEEDS, 2005) indicate that more than forty nine percent (49%) of the teachers in Nigeria are unqualified. This sport-lighted the quality of workers constituting the teaching profession in various school subjects in the secondary school in Nigeria. The teachers responsible for teaching economics as a subject in the various Secondary Schools would probably be included among those that said over forty nine percent unqualified teachers.

As important as knowledge of economics in providing them with the necessary skills for social, cultural, and economic integration as well as how to utilized the scarce resources in the society, it appears student's achievement in this subject at the secondary school level in dwindling than in the other related subjects. The teachers' instrument (TI), teachers' attitude (TA), teachers' qualifications (TQ), teachers' workload (TW), in terms of number of students handled by teachers and the experience possessed by teachers (TE), teaching the subject as a subjects coupled with the students' attitude (SA) toward the subject may be responsible in part of the downward trend in achievement observed in the results of the students in the subject (David, 2018). Also viewed it as a totality of an individual's inclination towards object, institution or idea. The learner from the teachers' disposition to form attitude towards learning which could positively or negatively affect his or her performance. Teachers' effectiveness may be primary concern as the determinant of performance in the subject matter. Ineffective teaching in secondary schools arises probably from the quality of teachers recruited to teach the particular subject. In many secondary schools, subjects are taught by people who are neither interested nor qualified in teaching the subject. Secondary schools teachers need to be professionally qualified to enable them work effectively with student/learners in stimulating and directing their growth in the desired directions. Studies have also shown that teachers' experience exerts a great influence on the academic achievement of students'. Eli (2017) argued that a good foundation is necessary to attract more students while Fada (2017) stressed that performance in separate subjects at the secondary school may be due to the foundation laid on other subject learnt at the elementary and secondary levels.

Gani (2014) showed that teaching experience in external examination such as West African Senior School Certificate Examination (SSCE), National Examination Council (NECO), National Business and Technical Education Examination (NABTEB) and the Unified Tertiary Matriculation Examination (UTME).Researchers have carried out studies on teachers' demographic variables as age, experience, gender, and attitude as they influence students' academic performance. A significant relationship exists between teachers' variables such as gender, area of specialization, possession of academic qualification in education and the learning outcomes of secondary school students. It was also found out that there is no significant relationship between teachers' qualifications and students' achievement at senior secondary school certificate level. The main goal of this research study was to carry out an investigation of teacher variables and the academic performance of senior secondary school students in economics in Shongom Local Government Area of Gombe State

Statement of the Problem

The obstinately problem of poor academic performance of students in economics at the Secondary level remains very worrisome to stakeholders in the state and Nigeria in general. Scholars have attributed the problem to poor handling of the subject by inexperienced teachers who are not well versed in the subject as well as in classroom dynamics. It has been suggested that the demand of the syllabus is so high that only experienced teachers who can teach the subject effectively by employing various strategies, methodology and tactics to carry the learners in the conventional classroom along should be made to handle it at this level of education for effectiveness teaching and better result. From the above, it is observed that previous studies have centered attention mainly on investigating the differences or relationship between individual (single) teachers' variables and students' academic achievement. Evidently, further studies are required to investigate the combined contribution of teachers' qualification (TQ), teachers' attitude (TA), teachers' workload (TW), teachers experience (TE) and students' attitude (SA) towards students' academic achievement at the senior secondary school level. This study therefore, sought to investigate how well academic achievement in economics at the secondary school level

could be explained by the combined influence of teachers' qualification, teachers' workload, teachers' experience, teachers' attitude, students' attitude and teachers' instrument.

Purpose of the Study
1. Determine the Teachers' educational qualifications in economics in senior secondary schools in Shongom Local Government Area of Gombe state.
2. Teachers' teaching experience in economics in senior secondary schools in Shongom Local Government Area of Gombe state.

Research Questions
1. What are the teachers' educational qualifications and students' performance in economics in senior secondary schools in Shongom Local Government Area of Gombe state?
2. What are the teachers' teaching experience and students' performance in economics in senior secondary schools in Shongom Local Government Area of Gombe state?

Methodology
For this study, the survey research design was adopted. The choice of the design was informed by the objectives of the study as outlined in chapter one. This research design provides a quickly efficient and accurate means of assessing information about a population of interest. It intends to study teacher variables and their relationship with academic performance of students in economics. The study was conducted in Shongom local government of Gombe State.The population for this study were economics teachers from all 13 senior secondary schools in Shongom Local Government Area of Gombe State, Nigeria which were 150 respondent. The reason for choosing Shongom LGA Gombe State is because of its proximity to the researcher. Stratified random sampling technique was employed in selecting seven senior Secondary School In Shongom LGA Gombe State among the School selected three are Government school, three are private School, and one is missionary School. The School namely as follows:

S/N	SCHOOLS	POPULATION OF TEACHER
1.	Government Day Secondary School Lapan	20
2.	Government Day Comprehensive Secondary School Filiya	16
3.	Government Day Secondary School Boh	15
4.	Government Day Secondary School Lalaipido	10
5.	Government Day Secondary School Kulishin	19
6.	Government Day Secondary School Kwandum	13
7.	Government Day Secondary School	15

One hundred and eight economics teachers' staff in seven senior secondary schools mentions above out of the 150 0f the total population as a sample to give equal chance for all member of the population for being selected. The sample size therefore is 108 respondents. Data for this study was collected from primary and secondary sources. The primary source of data collected was mainly the use of a structured questionnaire which was designed to elicit information on teacher variables and their relationship with academic performance of students in economics. The secondary source of data collections were textbooks, journals and scholarly materials. The instrument of this study was subjected to face validation. Face validation tests the appropriateness of the questionnaire items. This is because face validation is often used to indicate whether an instrument on the face of it appears to measures what it contains. Face validations therefore aims at determining the extent to which the questionnaire is relevant to the objectives of the study. The coefficient of 0.81 was considered as reliability coefficient because according to Samuel (2013), a test-retest coefficient of 0.5 was enough to justify the use of a research instrument. This study is based on the two possible sources of data which are the primary and secondary source.

Primary Source of Data:
The primary data for this study consist of raw data generated from responses to questionnaires and interview by the respondents. The questionnaire is for the economics teachers were made up of two sections. The first section dealt with personal information of the teacher. The second section focused on how the teacher variable

influences the student academic performance. The second section of the teachers' questionnaire comprised of five points rating scale with response as follows

I.	SA	Strongly Agree
II.	A	Agree
III.	U	Undecided
IV.	D	Disagree
V.	SD	Strongly Disagree

Secondary Source of Data:

The secondary data includes information obtained through the review of literature that is journals, monographs, textbooks and other periodicals. Data collected was analyzed using frequency table of simple percentage and subsequently interpreted respectively. Haven gathered the data through the administration of questionnaire; the collected data will be coded, tabulated and analyzed using SPSS statistical software according to the research question. In order to effectively analyze the data collected for easy management and accuracy.

Results

Table 1: Teachers' educational qualifications and students' performance in economics in senior secondary schools in Shongom Local Government Area of Gombe state

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	8	8.0	8.0
	Agree	12	12.0	20.0
	Undecided	10	10.0	30.0
	Disagree	40	40.0	70.0
	Strongly disagree	30	30.0	100.0
	Total	100	100.0	

Table 1 shows the responses of respondents if poor educational infrastructures are the major problems of education in Nigeria. 8 respondents representing 8.0 percent strongly agreed that poor educational infrastructures are the major problems of education in Nigeria. 12 respondents representing 12.0 percent agreed that poor educational infrastructures are the major problems of education in Nigeria. 10 respondents representing 10.0 percent were undecided. 40 respondents representing 40.0 percent disagreed that poor educational infrastructures are the major problems of education in Nigeria. 30 respondents representing 30.0 percent strongly disagreed that poor educational infrastructures are the major problems of education in Nigeria.

Table 2: Most teachers in Nigeria are unqualified and in experienced

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	40	40.0	40.0
	Agree	30	30.0	70.0
	Undecided	5	5.0	75.0
	Disagree	10	10.0	85.0
	Strongly disagree	15	15.0	100.0
	Total	100	100.0	

Table 2 show the responses of respondents if most teachers in Nigeria are unqualified and in experienced. 40 of the respondents representing 40.0 percent strongly agree that most teachers in Nigeria are unqualified and in experienced. 30 of the respondents representing 30.0 percent agree that most teachers in Nigeria are unqualified and in experienced. 5 of them representing 5.0 percent were undecided. 10 of the respondents representing 10.0 percent disagree that most teachers in Nigeria are unqualified and in experienced. 15 of the respondents representing 15.0 percent strongly disagree that most teachers in Nigeria are unqualified and in experienced.

Table 3: Teacher's qualification level and capability has a discernible effect on the quality of students produced

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	60	60.0	60.0
	Agree	25	25.0	\85.0
	Undecided	10	10.0	95.0
	Disagree	5	5.0	100.0
	Total	100	100.0	

Table 3 show the responses of respondents if teacher's qualification level and exposure has a discernible effect on the quality of students produced. 60 of the respondents representing 60.0 percent strongly agree that teacher's qualification level and exposure has a discernible effect on the quality of students produced. 25 of the respondents representing 25.0 percent agree that teacher's qualification level and exposure has a discernible effect on the quality of students produced. 10 of them representing 10.0 percent were undecided. 5 of the respondents representing 5.0 percent disagree that teacher's qualification level and exposure has a discernible effect on the quality of students produced.

Table 4: Teachers' effectiveness is a prime determinant of student's performance in the subject

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	25	25.0	25.0
	Agree	32	32.0	57.0
	Undecided	13	13.0	70.0
	Disagree	15	15.0	85.0
	Strongly disagree	15	15.0	100.0
	Total	100	100.0	

Table 4 shows the responses of respondents if teachers' effectiveness is a prime determinant of student's performance in the subject. 25 of the respondents representing 25.0 percent strongly agree that teachers' effectiveness is a prime determinant of student's performance in the subject. 32 of the respondents representing 32.0 percent agree that teachers' effectiveness is a prime determinant of student's performance in the subject. 13 of the respondents representing 13.0 percent were undecided. 15 of the respondents representing 15.0 percent disagree that teachers' effectiveness is a prime determinant of student's performance in the subject. 15 of the respondents representing 15.0 percent strongly disagree that teachers' effectiveness is a prime determinant of student's performance in the subject.

Table 5: Teacher's experience exerts a great influence on the academic achievement of students'

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	65	65.0	65.0
	Agree	30	30.0	95.0
	Disagree	3	3.0	98.0
	Strongly disagree	2	2.0	100.0
	Total	100	100.0	

Table 5 show the responses of respondents if teacher's experience exerts a great influence on the academic achievement of students. 65 of the respondents representing 65.0 percent strongly agree that teacher's experience exerts a great influence on the academic achievement of students. 30 of the respondents representing 30.0 percent agree that teacher's experience exerts a great influence on the academic achievement of students. 3 respondents representing 3.0 percent were undecided. 3 of the respondents representing 3.0 percent disagree that teacher's experience exerts a great influence on the academic achievement of students. 2 of the respondents representing 2. strongly disagree that teacher's experience exerts a great influence on the academic achievement of students.

Table 6: Poor educational infrastructure are not the major problems of education in Nigeria

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	40	40.0	40.0
	Agree	30	30.0	70.0
	Undecided	5	5.0	75.0
	Disagree	10	10.0	85.0
	Strongly disagree	15	15.0	100.0
	Total	100	100.0	

Table 6 show the responses of respondents if poor educational infrastructure are not the major problems of education in Nigeria. 40 of the respondents representing 40.0 percent strongly agree that poor educational infrastructure is not the major problems of education in Nigeria. 30 of the respondents representing 30.0 percent agree that poor educational infrastructure is not the major problems of education in Nigeria. 5 of them representing 5.0 percent were undecided. 10 of the respondents representing 10.0 percent disagree that poor educational infrastructure are not the major problems of education in Nigeria. 15 of the respondents representing 15.0 percent strongly disagree that poor educational infrastructure are not the major problems of education in Nigeria.

Table 7: lack of teacher experiences can lead to an unproductive economics student.

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	40	40.0	40.0
	Agree	30	30.0	70.0
	Undecided	5	5.0	75.0
	Disagree	10	10.0	85.0
	Strongly disagree	15	15.0	100.0

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	40	40.0	40.0
	Agree	30	30.0	70.0
	Undecided	5	5.0	75.0
	Disagree	10	10.0	85.0
	Strongly disagree	15	15.0	100.0
	Total	100	100.0	

Table 7 show the responses of respondents if lack of teacher experiences can lead to an unproductive economics student in Nigeria. 40 of the respondents representing 40.0 percent strongly agree that lack of teacher experiences can lead to an unproductive economics student in Nigeria. 30 of the respondents representing 30.0 percent agree that lack of teacher experiences can lead to an unproductive economics student in Nigeria. 5 of them representing 5.0 percent were undecided. 10 of the respondents representing 10.0 percent disagree that lack of teacher experiences can lead to an unproductive economics student in Nigeria. 15 of the respondents representing 15.0 percent strongly disagree that lack of teacher experiences can lead to an unproductive economics student in Nigeria.

Table 8: teachers with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria.

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	8	8.0	8.0
	Agree	12	12.0	20.0
	Undecided	10	10.0	30.0
	Disagree	40	40.0	70.0
	Strongly disagree	30	30.0	100.0
	Total	100	100.0	

Table 8: shows the responses of respondents if teachers with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria. 8 respondents representing 8.0 percent strongly agreed that teacher with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria. 12 respondents representing 12.0 percent agreed that teachers with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria. 10 respondents representing 10.0 percent were undecided. 40 respondents representing 40.0 percent disagreed that teachers with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria. 30 respondents representing 30.0 percent strongly disagreed that teachers with lower qualification and one with higher qualification has the same effect on the academic performance of economics student in Nigeria.

Table 9: effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	65	65.0	65.0
	Agree	30	30.0	95.0
	Disagree	3	3.0	98.0
	Strongly disagree	2	2.0	100.0
	Total	100	100.0	

Table 9 shows the responses of respondents if effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria. 65 of the respondents representing 65.0 percent strongly agree that effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria. 30 of the respondents representing 30.0 percent agree that effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria .3 respondents representing 3.0 percent were undecided. 3 of the respondents representing 3.0 percent disagree that effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria. 2 of the respondents representing 2.0 percent strongly disagree effectiveness of a teacher constitute a large part of economics student productivity and experience in Nigeria.

Table 10: most teachers in Nigeria are qualified but inexperience

		Frequency	Percentage	Cumulative Percentage
Valid	Strongly agree	60	60.0	60.0
	Agree	25	25.0	\85.0
	Undecided	10	10.0	95.0
	Disagree	5	5.0	100.0
	Total	100	100.0	

Table 10 show the responses of respondents if most teachers in Nigeria are qualified but inexperience's. 60 of the respondents representing 60.0 percent strongly agree that most teachers in Nigeria are qualified but inexperience's. 25 of the respondents representing 25.0 percent agree that most teachers in Nigeria are qualified but inexperience's. 10 of them representing 10.0 percent were undecided. 5 of the respondents representing 5.0 percent disagree that most teachers in Nigeria are qualified but inexperience's.

Discussion
There is a wide range of findings between years of teaching experience. Victor (2019) found that fewer than half of the 109 previous studies on the estimated effects of teacher experience showed that experience had any statistically significant effect on student achievement. As study by Uke (2011) have written extensively on the prime importance of teachers to the educational development of any nation albeit simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the

students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher

The study confirmed Upu (2014) analysis of state data on the National Assessment of Educational Progress revealed positive effects on student achievement in states with large proportions of teachers who had at least two years of experience, but no evidence that additional years of experience were associated with higher achievement. His finding agrees with the report of Zulu (2016) who found large gains in teacher effectiveness between the first and second year of teaching, much smaller gains between the second and third year, and no substantial improvement after the third year in the classroom.

The result here is consistent the report of Zumu (2017) whose study on influence of teachers' experience and students achievement revealed that students taught by more experienced teachers achieve higher level, because their teacher have master the content and acquired classroom management skills to deal with different classroom problems.

Conclusion
Based on the findings of this study, the following conclusions are arrived at academic performance of students at the State Qualifying Examination is significantly influenced by the effectiveness of the teachers with effective teacher classes performing better than their counterparts in the classes with ineffective teacher. The professional qualifications of teachers significantly and positively influence the academic performances of their students. The higher the qualification of the teachers the better the students' academic performance. Teaching experience significantly influence academic performance of students in the State Qualifying Examination. There is a significant relationship between teachers' method of teaching, effectiveness, teacher qualification and students' achievement in economics at the secondary schools in Shongom Local government area of Gombe State.

Recommendations
i. Some variables like sex, experiences, qualifications, locations as well as population of the students should be considered before posting teachers by the concerned bodies.
ii. Teachers in the rural areas should be motivated
iii. There should be effective monitoring of teachers for the purpose of effectiveness.

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