RELATIONSHIP BETWEEN TEACHERS' QUALIFICATIONS, EXPERIENCE AND ECONOMICS STUDENTS' PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

BY

Elizabeth Oluwakemi KAYODE

FEBRUARY, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION),

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FALCULTY OF EDUCATION,
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ZARIA, NIGERIA.

FEBRUARY, 2016

DECLARATION

I hereby declare that the research work in this desertification entitled Relationship between teachers' qualification and in-service training needs, set up determination and Government reform secondary schools in Kaduna state, Nigeria has been carried out by me in the Department of Educational Foundations and Curriculum. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Elizabeth Oluwakemi KAYODE Date

CERTIFICATION

This desertification entitled R E L A T I O N S H I P B E T W E E N T E A QUALIFICATIONS, EXPERIENCE AND E C O N O M I C S S T U D E N T S " P E R F O IN GOVERNMENT SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA by ELIZABETH OLUWAKEMI KAYODE meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Dr. (Mrs) H. O. Yusuf — Date
Chairman, Supervisory Committee

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Member, Supervisory Committee

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Head of Department

Prof. B. Kabiru — Date
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my Parents, Mr & Mrs R. O. Adewumi and also to my husband Engr. Kehinde Kayode and my lovely children David and Divine for their unrelenting support towards the success of this programme.

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OPERATIONAL DEFINITION OF TERMS

The following terms were defined within the context of their usage;

Antecedents: It speaks of the informatt ion" s operates in the education system prior to the existing programme which might affect the anticipated outcome of students attitudes attendances or performance level.

Context: Describes the stage at which planning and decision are made about curriculum.

Curriculum: Is the framework which guides the teachers and school on what the learners were meant to learn.

Inputs: Concern with the structuring of decisions reached by curriculum planners making available resources that are needed for curriculum design.

Outcomes: The expected results (objectives) of education on a long-run, short cat the level of classes) or medium term (particular level of educational system). Such as what Economics is meant to expose the learners to, at the end of SS3.

Performance: Refers to the academic capabilities of learners to perform a certain task over a period of time having undergone instructions.

Process: Is the implementation of decisions on strategies and efforts by curriculum planners over curriculum design.

Product: Anchors on recycling of decisions alongside the needs of curriculum end users by curriculum planners.

Stakeholders: This includes teachers, school administrator Ministry of Education Officials, students or even their parents with direct link to the processes of education in a society.

Standard of Education: The quality and status of educational system with respect to admission, teaching aids, infrastructural facilities, discipline, personnel, teaching methodology among others to project the place of education among the comity of Nations.

Teachers' Experience: Is activity undertaken by the teachers in pre and post teaching training exercise.

Teachers' Qualification: Qualifications and experience which affects t productivity and students "academic performance.

LIST OF ABBREVIATIONS AND SYMBOLS

r	–	Correlation
df	–	degree of freedom
EE	–	Economics Education
>=	–	Greater than or equals to
<=	–	less than or equals to
0.05	–	level of significance
X	–	Mean
MS	–	Mean Square
N	–	Number of objects
p	–	Probability value
SD	–	Standard Deviation
SE	–	Standard Error
SE	–	Statistical Economics
SS	–	Sum of Square
t	–	T-test
TE	–	Theoretical Economics

ABSTRACT

This study, Relationship between teachers' economics qualifications and students' performance in Government secondary schools in Kaduna State, Nigeria was conducted with the objectives among others to: determine the relationship between qualified teachers in Economics and students' performance in senior secondary schools in Kaduna State; and find out the relationship that exists between male and female teachers' qualifications and students' performance in senior secondary schools in Kaduna State. Also, six research questions and six research hypotheses were postulated in line with the objectives. The population of the study was four hundred and thirty three thousand, two hundred and seventy three (433,273) students and teachers also the sample size consist of three hundred and fifty-three (353) students and seventeen teachers (17) kindly responded to the questionnaire and test instrument. Survey and ex-post factor design were adopted for the study. The data gathered were analyzed using t-test and hypotheses were tested at 0.05% level of significance. Findings revealed a significant relationship between qualified teachers of Economics and students' performance in senior secondary schools in Kaduna State Government. The result showed no relationship between male and female Economics teachers' qualifications and students' performance in senior secondary schools in Kaduna State. Findings also revealed that there is a significant relationship between experienced teachers in Economics and students' performance in senior secondary schools in Kaduna. Furthermore, the result showed a relationship between Economics teachers in urban and rural schools work experience and students' performance in senior secondary schools in Kaduna State. Based on the findings, it was recommended that Government should employ only competent and academically sound teachers to teach Economics in the Government secondary schools in Kaduna State.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The Nigerian educational system has witnessed a lot of changes, resulting in both structural and curricular modifications. Over the last three decades, the impact of these changes and/or modifications has led to greater difficulties in the assessment of the progress made so far in its educational provision. The frustration arising from these difficulties has led many Nigerians into seeking to know what existed in the educational system of the 50s and 60s that is lacking at the moment. In the last three decades, one common characteristic with which the educational system has been depicted is a gradual decline across its levels, particularly at the secondary school level.

Teacher " qualifications and experience have declined gradually. According to Olaofe (2005:1), teacher " qualifications and experience has witnessed a steady decline from a large number of teachers who could not make learning take place, to teachers who could make students unlearn what they have accidentally learnt somewhere else. The exodus of competent personnel from the teaching profession largely due to its unattractiveness in terms of prestige, allowances and salaries, coupled with the issues of death and retirement, has led to glaring cases of teacher-shortage in our secondary schools.

Since the traditional role of education is to provide answers to national and personal goals and needs, it means that education also has to change to meet the new challenges at the international, national, community and individual levels. By extension, the quality of training, as well as the number of teacher-trainees produced to meet the needs of secondary education in Nigeria have to change to meet the exigencies of our time. Ortese (2006:136) opines that the kind of education required to meet these challenges is by all estimation outside the

competences of ill-trained, barely educated teachers, whom are capable of causing students to unlearn what they might have accidentally learnt elsewhere.

The academic performance of Government secondary school student over the years has been on a decline as a result of unprofessional behaviour by teachers and also teachers' qualifications, poor attitude to duty, poor teaching skills and academic performance(Abu,2006). Economics according to Robbins (1932) as cited in Anyanwuocha, (2013) defined it as "the social science which studies the relationship between ends and scarce means which have alternative uses" is the most widely accepted definition of Economics. It is analytical, scientific and most embracing.

Economics contributes to the nation's economic development and should be taught thoroughly in order to ensure the educational and economical developments. Besides, that, Economics is one of the core subjects in Government Secondary Schools and as a vocational subject, it cannot be taught effectively without a professional behaviour by teachers. Marshal as cited in Ande (2012), defines Economics as a study of mankind in the ordinary business of life; it examines that part of individual and social action which is closely connected with the attainment and with the use of the material requisites of well-being. This has something to do with study of human beings in relation to their daily economic activities. Mill as cited in Ande (2012), views Economics as the practical science of production and distribution of wealth". To this end, Economics is concerned with how people produce and distribute various good and services that are required for the maintenance of human existence. According to Smith in Anyanwuocha (2013), Economics is an inquiry into the nature and causes of wealth of Nations. Economics is all about the making of wealth. He was the first person to put a word together in economics by writing a treatise "wealth of Nation". He is popularly regarded as the Father of economics.

It is in support of the foregoing that Ortese (2006:136) states that teacher education is central to matching these new changes with the required personnel. In other words, teacher-education programme has to produce qualitative and quantitative teachers that will produce students who will not only fit into the emergent society, but will also provide solutions to new problems of the Nigerian nationhood. If teachers are crucial in the attainment of national goals through education, then there is need to take a second look at teacher's qualifica and experience, especially when national goals, economic, political, social and personal needs change.

Quality teaching has been defined all as "t students" (8, p.1). Teaching entails engaging students as active learners to induce positive, comprehensive changes in their pre-existing knowledge, skills, and attitudes. Comprehensive changes (growth) are achieved by teachers who are able to build on experiences, abilities, interest, motivation and skills. Therefore, teachers must have mastered the basic skills of teaching and possess the ability to continuously adjust their teaching strategies to meet the diverse needs of their students.

Interest in student performance and teacher qualifications has intensified among education policymakers and researchers. During this time period, research has accumulated that links student achievement to the qualifications of teachers. Attitudes are generally regarded as having been learnt. They predispose an individual to action that has some degree of consistency and can be evaluated as either negative or positive (Fishbein and Ajzen, in McMillen, Seastrom, Gruber, McGrath and Cohen, 2000). The experiences of teachers influence the formation of attitudes and these, in turn, influence their classroom practices. These attitudes and practices may sometimes be at variance with the main direction of their tertiary teaching methods courses. Thus it is crucial in understanding secondary teachers that

these attitudes are made explicit and examined in order to adapt tertiary courses to the needs of these students.

Teacher characteristics such as years of teaching experience have been investigated to determine their effect on student performance (Sanders and Rivers, 1996). However, teacher experience is a topic of potential concern to policymakers, because experienced teachers often try to move to districts, schools, and classrooms with a more privileged student body and higher resources. Thus, if teacher experience is related to student performance for economics, and more experienced teachers are able to some extent select the schools and districts in which they teach, or even their teaching assignments within a school, poor students and students at risk of educational failure may end up being doubly disadvantaged because they are more likely to be taught by inexperienced teachers.

Teacher self-efficacy, on the other hand, is a powerful predictor of how and whether a teacher will act. Self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking they can make a difference in student lives, and they act on this belief. In what ways teachers believe about their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend to be more satisfied with their job (Trentham et al 2005). Teachers with high efficacy take responsibility for student learning and may view student failure as a push for greater effort to improve performance. These teachers spend more time monitoring and working with their students (through whole-group instruction, for example), providing the means for higher levels of student engagement. Efficacious teachers are more likely to implement instructional strategies to enhance student learning, rather than just covering the curriculum. They also take more risks and have confidence in overcoming classroom challenges, which contributes to higher student performance.

In contrast, teachers with low efficacy feel they ha
learning outcomes. Such teachers give up more easily when confronted with difficult situations, are less resourceful, and often feel that students cannot learn because of extenuating circumstances (Bandura, 1997; Ashton and Webb, 2008;).

Teaching style refers to teacher's pervas
conditions may change. It is a label associated with various acquirable and identifiable sets of consistent classroom behaviours by the teacher regardless of the content that is being taught (Conti and Welborn, 1996). Teaching style i
experiences and is a critical co learning since t in
teachers provide the "vital human connectio
the learners" (Heimlich "sand Nor rloatnedd, 1994, tep
teaching of a particular subject usually go a long way to improve the performance of their learners. Teachers interest in the teaching of economics could be described as their feeling of wanting to teach the subject and learn more about it.

The work on Relationship between teand economics" quali
students' pGoverfmentr secondary school with special reference to Kaduna state is more imperative especially at this time when the clamour about the falling standard of education is the talk of the day by every meaningful Nigerian (Nwabulu, 2003). In view of the above, this study is concerned about the determination of the relationship between qualified teachers in economics and students male and female teachers in economics.

1.2 Statement of the Problem

Generally, students of Economics in Nigeria with reference to Kaduna state have their academic performance in economic below expectation as evidences in both internal and external examinations.

Students were usually prepared for terminal examinations from time to time, unfortunately teachers" inability to cover inadequate knowledge on the parts of the teachers contribute to students failure. For instance out of percentage of all student s " that s amtinatiofoinr Econsmi Cs Sin (May/June 2014) it was recorded that only an approximate percentage of 32.28% students passed while a total approximate percentage of 67.72% of failure were recorded.

Agyenmang (1993) reported that a teacher who doesn" t acadeanivc and the both th professional teaching qualifications would undoubtedly have a negative influence on the teaching and learning of his/her subject. Teachers qualifications and experience can either positively or negatively predict students "performance in economics. However, personal and professional attributes that have been identified as being representative of teachers include: the ability to show a genuine interest in teaching and enthusiasm for learnin personal appearance, Skills in adapting to change, accepting responsibility for actions both inside and outside the classroom, the desire to take a cooperative approach towards parents and school personnel, punctuality and regularity in attendance and the ability to establish a genuine rapport with students. It is against this background that this study was set to study the relationship between teachers"conqoumaicsfi sstatid performance in Government secondary schools in Kaduna state, Nigeria was carried out.

1.3 Objectives of the Study

The objectives of this study are to:

i. determine the relationship between qualified teachers in Economics and students" performance in senior secondary schools in Kaduna State.

ii. find out the relationship that exists between male and female teachers "qualifications and students "performance in senior secondary schools in Kaduna State.

iii. establish whether there is a relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State.

iv. ascertain the relationship that exists between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State.

1.4 Research Questions

This research work answered the following questions:

i. What is the relationship that exists between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State?

ii. To what extent do relationship that exists between male and female Economics teachers "qualifications influence students "performance in senior secondary schools in Kaduna State?

iii. What is the relationship that exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State?

iv. How does the relationship that exists between Economics teachers in urban and rural schools work experience influence students "performance in senior secondary schools in Kaduna State?

1.5 Research Hypotheses

The following null hypotheses were tested in the course of this study:

$H0_1$ There is no significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State.

$H0_2$ There is no significant relationship between male and female Economics teachers " qualifications and s t u d performance" in senior secondary schools in Kaduna State.

$H0_3$ There is no significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State.

$H0_4$ There is no significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State.

1.6 Basic Assumptions

The study is based on the following assumptions;

i. Improved student performance is associated with their secondary link with teachers" quality

ii. That all schools are operating the same curriculum on Economics.

iii. That there are problems militating against performance in Economics.

v. That students" have difficulties in Econo

1.7 Significance of the Study

Teacher qualifications and experience are study is significant to the educational planners, the curriculum planners and school administrators in Nigeria. Relationships between qualifications, experience and economics students will be well known to the planners and administrators and the result of the findings will help the curriculum planners and educational planners in making suggestions towards the improvement of educational policy in Nigeria.

The recommendations of the research study when effectively implemented by teachers and educators, will in no small measure contribute in reducing the high level of failures in school subjects in most secondary schools nation-wide. The findings from this study will also help the teacher to amend and improve on existing conditions, thereby achieving the developmental objectives of teaching economics. Generally speaking, the study will contribute to the improvement of the quality of education in Nigeria.

Result of the study will be of great significance to the policy-makers and educationists in identifying some others problems in order to improve both students and teachers performance in secondary schools in Nigeria.

Also, the finding will be of immense benefit to curriculum developers. They will find the result of this study as a useful tool in the future development of the economics curriculum and make policies that are beneficial to students, schools, teachers and the entire society.

In addition, the study will provide valid research –based data that will bring about improvement and innovations into teacher education programme. It is difficult to assert that a programme is doing what it is supposed to do when it has not been formally evaluated. This study will determine if the economics curriculum is adequately implemented to achieve the desired objectives under the existing situation in Nigeria.

Furthermore, the students who are the learners of the economics subject in secondary schools will in no doubt be the greatest beneficiary of this study and its findings. The findings of the study will help to refine and re-position student's attitude towards the subject for greater efficiency thereby producing effective citizenship that will be the toast of the society.

The entire society stands to benefit from the findings of the study. This study will generate orientation and re-orientation in the learners to apply aptly their high cognitive and affective skills to novel situations, all aimed at baptizing the Nigerian society polluted by indiscipline, corruption, intolerance and dishonesty- thus reinvigorating performance. The development of any society is anchored on the production of good citizens through the inculcation of positive values, attitudes and skills provided by economics.

1.8 Scope of the Study

This study on the Relationship between teachers' Economics students' performance in Government Secondary schools in Kaduna state, Nigeria will be delimited to the Twelve (12) educational zones in Kaduna state. These are Igabi, Birnin Gwari, Giwa –Godogodo, Kachia, Kafanchan, Lere, Rigachikun, Sabon Tasha, Zaria and Zonkwa. Hence, the study will cover economics teachers and students from two selected Government secondary schools in each zone. This is delimited to determine the relationship between qualified teachers and performance in senior secondary school economics and school in kaduna, established whether there is relationship between experience teachers in economics and students performance in senior secondary school in kaduna state.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this study will be to asse
qualifications and experienc Government Secondary
schools in Kaduna state, Nigeria. The review of related literature for this study is set out in
the following areas; Introduction; Issues on Teac ; Concepts of Economics; Qualificat
Students" perfor ; Theoretical framework; Theories of Economics;
Economics Curriculum; Scope and Basic Concepts in Economics; Methods of Teaching
Economics; Teachers" Qualifi ; Teachers" Experience and Students" performance in Econ

2.2 Conceptual framework

There has been a substantial theoretical and practical shift of emphasis, mostly in mainstream education, towards acknowledging that teachers are among the principal components of any pedagogical program. Quality teaching has been d
maximizes learning for all students" (8,Gp.1). Teaching entails engaging
students as active learners to induce positive, comprehensive changes in their pre-existing knowledge, skills, and attitudes. Comprehensive changes (growth) are achieved by teachers who are able to build on student's experiences, abilities, interest, motivation and skills. Therefore teachers must have mastered the basic skills of teaching and possess the ability to continuously adjust their teaching strategies to meet the diverse needs of their students.

It is intuitively obvious that teachers must possess a professional knowledge base and exhibit knowledge of the subject matter. Successful teacher have a vast repertoire of instructional strategies and techniques that reflect their knowledge of the subject. According

to Skott (2001), teachers are those that consciously reflect upon, conceptualize, and apply understandings from one classroom experience to the next. Teaching of economics requires continuous reflection and decision making before, during, and after classroom instruction.

As previously indicated teachers have the ability to evaluate their own instructional effectiveness and be professionally responsible for teaching by accepting responsibility for students learning and behavoiurs (Goldhaber and Anthony, 2004). Further, since "the essence of teaching is Davis and Sawell, 2003, p. 10), all teachers must (continuously refine and enhance their skills of communication and collaboration. Personal and professional attributes that have been identified as being representative of teachers include: the ability to show a genuine interest in teaching and enthusiasm for learning., a pride one's personal appearance, accepting responsibility for one's own actions both inside and outside the classroom, the desire to take a cooperative approach towards parents and school personnel, punctuality and regularity in attendance and the ability to establish a genuine rapport with students.

Teacher "variables have been declining gradually. According to Olaofe (2005:1), teacher "variables has witnessed a steady decline from a large number of teachers who could not make learning take place, to teachers who could make pupils/students unlearn what they have accidentally learnt somewhere else. The exodus of competent personnel from the teaching profession (largely due to its unattractiveness in terms of prestige, allowances and salaries), coupled with the issues of death and retirement, has led to glaring cases of teacher-shortage in our secondary schools.

Since the traditional role of education is to provide answers to national and personal goals and needs, it means that education also has to change to meet the new changes at international, national, community and individual levels. By extension, the quality of training,

as well as the number of teacher-trainees produced to meet the needs of secondary education in Nigeria have to change to meet the exigencies of our time. Ortese (2006:136) opines that the kind of education required to meet these challenges is by all estimation outside the competences of ill-trained, barely educated teachers, whom are capable of causing students to unlearn what they might have accidentally learnt elsewhere.

The academic performance of senior secondary school students in the years has been on a decline as a result of unprofessional behaviour by teachers and also teachers with various factors affecting both teachers and students. Such factors include qualification, gender, attitude, experience, self-efficacy, interest and types of employment among others.

2.2.1 Concept of Economics

Economics of education in the developing countries centers on two major concepts (Todaro, 1982):

i. The interaction of economically determined demands with politically responsive supplies or the determination of how many schools are provided, what type of instructions were provided and who gets access to available places.

ii. The important distinction between social and private benefits and cost of different levels of education and the implication of these differentials for educational investment strategies.

Economics of Education refers to any effort designed to increase or impr understanding of Economics facts, concepts, principles and problems. For instance, a teacher who teaches principles of Economics, the journalist who attempts to explain the significance of Gross National Product (GNP) to a layman and the publisher producing booklets and film-strips on inflation were all engaged in Economics of Education

of Education" refers to the organized movem

2002). However, Economics of education was important to the society and individual alike in the following ways:

i. It promotes an independent thinking because it disciplines the mind. This was the more reason why both individuals and society were faced with complex problems which call for solution.

ii. The teachers of Economics of education take impartial view of things and also make generalization based upon thorough assessment of all relevant issues.

iii. The study makes mankind to think and behave objectively in contrast to subjective way. This actually mean that the study inject in its learner the idea of not been sentimental.

iv. Economics of education make both the individual and the society a functional and rational being. It does not make one an academician but also an intellectual expert.

The importance of Economics of education stem from the fact that it promotes both national and international economics relations between and among nations of the world. Nevertheless, the knowledge of Economics of education enables both the individual and the society to use less input to achieve greater output (Popham, 2002).

2.2.2 Concept of Teachers' Qualification

Teachers" qualification is a crucial iss

The problem of teacher qualification and teacher competence in Africa has been a public concern since independence. According to Fafunwa (1967) in Ndubisi (1996), of the entire educational problem in African countries today, none is as pertinent or as compelling as the one relating to training of competent teachers. The quality of trained manpower for national development depends largely on the pattern, the content and the objective of teacher education programs. Fafunwa opined that teachers of today are like a farmer who cultivates

his farm sometimes with bare hands, sometimes with an antiquated hoe or any crude instruments that is available. If new teacher education programs are to be developed for changing future, corresponding innovation must be made in the school setting. Preparing teachers for future will require more efficient use of their abilities and efforts. The teachers should be competent in Economics and other subjects. It is clear that increased cost of funding quality education experiences require improved effectiveness and efficiency in teacher education (Doll and Schaclock, 1973).

Coffin and Cooper (1973) said that " P-service and in-service teacher training should be joined in teacher education system that provides for continuous professional growth. As long as knowledge about education continues to increase and new techniques and devices are contrived, there will be something new for the teacher to learn regardless of his degree of years of experience. Watson and Osibudo (1987) wrote that a competent teacher is one who:

a. Had developed his/her personal knowledge in those area defied as the curriculum;
b. Can plan and prepare for presenting new knowledge in the classroom in the light of his/her understanding both of the knowledge and children;
c. Can organize learning exercise so that children can effectively and efficiently incorporate information into their conceptual framework of knowledge; and
d. Can evaluate the effectiveness of lessons to see how much children learn from the experiences.

The most valid ways of equipping teachers with competence is through training and retraining (Balogun, 1986). For any educational system to succeed, Oladebo (1987) suggested that teacher education in terms of recruitment, training quality and quantity be the first priority of the government. This was not the case in Nigeria since the 1990s. According to Egbugara (1987) student teachers were taught that there were various teaching methods, but the use of invariant methods such as lecture methods by the trainers illustrated to them the

most undesirable methods for teaching to achieve success at secondary school level. A teacher education program must take into consideration the socio-cultural background of the community, the educational objectives of the nation and the development of researches in educational fields (Sharps, 1988).

Writing about teacher training those teachers Sharpe (educators who have better background knowledge of value are better prepared to provide high quality professional education experiences for both pre-service, and in-service teachers.

Teachers training policy is revealed as largely the consequence of government policy towards school (Timlinson 1993). This is true in most Africa countries particularly Nigeria where only small number of primary school teacher are trained while the need is very large. Furlong et al in Timlinson (1993) identified four levels or forms of teachers training.

- Direct practice: In the classroom;
- Indirect practice: in the classroom;
- Indirect practice: Practical training in the classes and workshops within the institution;
- Practical Principles: Critical study of the principles of practice on their uses.
- Disciplinary theory: critical study of practice in the light of theory and research.

Petty (1998) opined that "the teacher must what are the strengths and weaknesses of those methods, what purpose each of them serve and how each should be Nwana (2000) and Kolo (2006) lamented that poorly trained graduates, and the intellectually weak and unwilling school-leavers had found their way into the school system as teachers and contribute immensely to the decline of the sector. Ogunmola (2004) stated that anybody engaged in teaching must be properly trained. According to Edem-Ntibi (2005) the quality of teachers is coming down and Ezekiel (2002)

added that "most of our teachers today are untrained, under qualified and incompetent".

Nigerian Teachers' Institute (2002) annou
teachers in primary schools, 25 percent of them do not posses the prescribed minimum teaching qualification of NCE, about 25 percent of 600,000 teachers in UBE system are not sufficiently qualified. In its determination of forge ahead with the UBE, bearing in mind the acute shortage of teachers for the program, the Federal Government mandated the NTI to design, develop and implement the pivotal Teacher Training Program using the Distance Learning technique.

UNESCO has launched a high-priority initiative on teacher in sub-Saharan African (TTISSA) for 2006-2015. This initiative is to assist the continent's Sahara 46 countries b in restructuring national teacher policies and teacher education and improve the quality of teaching. The initiative has its own limits by each government. In Nigeria, the needs and priority are to increase the number of teaching personnel and the schooling rate but not the quality of teaching. Smith (2006) in US Embassy report said that many countries "approach" to education of "Volunteer" with limited or no formal training. In sub-Saharan countries, UNESCO (2006) said that a lower Secondary Education is considered the absolute minimum qualification to teach. This is the case in Burkina Faso, Congo, Mazambique, Senegal and Tanzania.

2.2.3 Concept of Teachers' work experience

According to Clotfelter (2007) cited in Rice (2010), she described, teacher experience is probably the key factor in personnel policies that affect current employees: it is a corner-stone of traditional single-salary schedules; it drives teacher transfer policies that prioritize

seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. . The impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish, brand new teachers are less effective than those with some experience under their belts. Teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off.

2.2.4 Students' Performance in Economics

Assessment of students" performance with set objectives was one of the main components of any well designed educational curriculum. This could be accomplished with the aid of standardized test developed by experts and administered to the students that had completed a good course of study. The result obtained from such assessment provides an insight on whether the curriculum objectives were achieved or not.

The results of previous studies on performance of students in Economics in various public in various public Government secondary school certificate examination in the study area were generally low (Abdullah, 2000). The performance of Nigerian students in SSCE was abysmal. The WAEC, NECO and JAMB previous results were indices to support these low attainments. Students performance in both external and internal examination in Economics was very low (Okeke, 2001).

Since the inclusion of statistics in the economics curriculum of Government secondary school in the country, the performance of students in this area of discipline had not been satisfactory especially in Kaduna state (state ministry of Education, 2006) which was also echoed at the April, 2006 meeting held by all principals and other hands of public secondary Schools in the State, (Nwabulu, 2006). Academic performance could be assessed through classroom instruction (Bennet, 2000). According to the author, assessment is a

systematic process of determining the extent to which instructional objectives are achieved by learners.

This definition which assumed assessment to be a systematic process implies that controlled observation of learners is not considered. It is therefore, not easy to judge clearly the nature and extent of students to learning without determining the objectives for which they are assessed. Assessment was a comprehensive and inclusive evaluation strategy of students" progress over time. It involves the use of data such as past record of achievement, range mental ability scores, other types of data and the use of quantitative and qualitative description of data and making value judgment concerning the worth of the data obtained.

A good measurement techniques provides a solid foundation for a sound assessment, (Wathkins, 1990). Performance of previous assessment can be obtained through formative and summative evaluation process (Davies, 2002).

Formative evaluation permits the assessment of each unit of instruction. The outcome of the formative evaluation was used to improve both the instructional methods and materials so the subsequent activities for the learner could be determined. Here the analysis of students" weaknesses is appropriate and useful for evaluating the whole learning processes (Watikins, 1990). This present research falls under this form of evaluation.

Summative evaluation through outside the scope of this study, (Bloom, 1971) declares that its main function is to appraise the overall effectiveness of a learning programme which helps in the decision making for grading students, knowing how and why students have the answer they obtained whether correct or not. It means that there was need to take into account examining each step of thinking how students arrive at the correct answer.

Lipsey and Chystal (2005) identified deficiency as a problem that militates against students" academic performance in Economics.

i. Horizontal and (ii) Vertical.

For horizontal deficiency, it occurs as a result of discrepancy existing across the components of the subject matter. For instance, a lea school Economics. Example includes Statistical Economics (SE) and Theoretical Economics (TE). This horizontal discrepancy was a situation where performance of the learner in a given content area was out of phase compared other areas. The other model which was outside the scope of the present study was the vertical discrepancy, vertical discrepancy was a situation where a performance lags in a given content area. Both play different roles in curriculum assessment. Vertical discrepancy was mainly used to take care of intrinsic factors such as motivation, zeal and some general psychological needs of the learner. While horizontal discrepancy was very useful for optimizing the learners performance no matter the content of the subject.

2.3 Theoretical Framework

The study focused on the various theories of curriculum evaluation which include: stuffle Beam" s CIPP theory, Edryland Robert Stat ner" s congruence contingency theory. Although these above mentioned theories seem to be outdated out could still be applicable in assessing academic performance of students. The theories shall be discussed below one after another.

Stuffle beam" s CIPP Theory

The CIPP theory was developed by a man Daniel Stuffle beam and his associates in Ohio State University. The CIPP theory had four components: context, inputs, process and product. According to Beam (1971) as cited in Yusuf (2012) his theory provided a systematic way of looking at many different aspects of the curriculum development process.

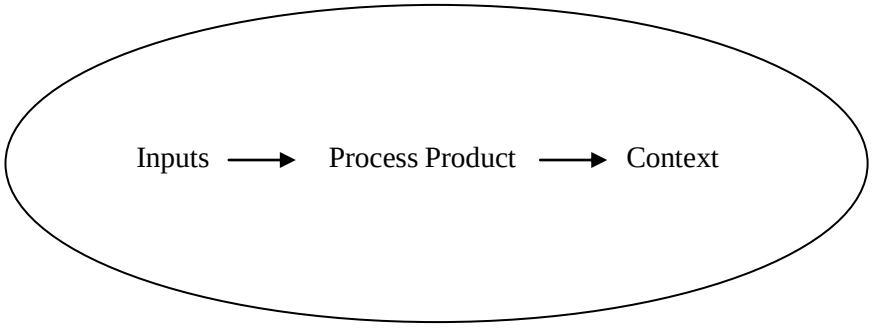
Context: This stage describes the need to make planning on the decisions to be taken on curriculum. The various needs which the curriculum will address should be staged. Such could be for learners, teachers, schools or the nation. It should take into cognizance that individual needs vary from one to another depending on the circumstance. The context stage of the CIPP theory outlines the objectives for which the programme was targeted at. The National policy on Education can provide a guide in this respect as the objective differs from primary or Tertiary Institution level.

Input: Concerns with the structuring of decisions reached. Here, curriculum planners will make available resources" that are needed f backings. The different strategies could also be considered as part of decision making and the method most suitable could be finally employed such as workshops, memorandum etc were few of the strategies used.

Process: This was the implementation of decisions. In this phase, the planning was made to examine how well such was implemented from the initial stage to the ending stage. However barriers may likely arose from the implementation stage which would have been anticipated and evaluated during the formative stage. Issues such as time, logistics, finance and political will or might constitute a barrier at this stage. It was important to resist the whole process undertaken in order to identify the strength and weakness of the other stages.

Product: This was the last phase in CIPP theory which anchors on recycling decisions. The result needs, as such it will examine if the needs were met or if they were on the decrease from the starting point. In line with this, what should be done with the programme should take the centre stage. To answer this important question, objectives and needs of the targeted audience shall guide the planners.

The CIPP Model of Evaluation



Source: Agroforestry Training (2003)

The CIPP theory of evaluation discussed above in relation to the present study could be summarized as follows"

i. That it was important for the curriculum planners and various school administrators to articulate the various needs which the said curriculum should address with special reference to its targeted overall objectives.

ii. The theory looked at the structuring and re-structuring of decisions made by the curriculum planners and their associates with special consideration on resources such as human capacity, instructional aids and cash backings which in the long run have the ability to improve the overall performance of the curriculum and users.

iii. The implementations of decisions in relations to strategies and efforts of curriculum implementers (teachers), school administrators, parents, stakeholders, and students themselves have a cogent part to play in without underplaying factors such as time, logistics, finance and political will of the state actors in the formative evaluation stage of the school curriculum or syllabus.

iv. The recycling of decisions made by the curriculum, planners and state actors alongside the needs of the students in order to enhance their output (performance) was seen worthwhile.

Elliot Eisner's Connoisseurship Theory : This theory was propounde

the year 1985 describing the activities that revolve round curriculum development, its partners, and the end users (students). He discussed the theory in three stages.

Process: The first stage considered what particular activity that takes place in the educational system. In essence, it was looking at the different educational level. This means that activities of various participants were evaluated on how and where they made their contributions to the curriculum planning and development through evaluation. The groups working for the development of the curriculum would be considered based on experience. Elliot Eisner categorically stated that participation in curriculum development without quality experience of what operates in the classroom was more or less meaningless and this amount to wasteful use of resource.

Criticism and Evaluation of Art: According to Eisner, the entire process of curriculum evaluation was subjected to criticism by various end users and the aim, was to test the workability of the programme against several other factors like economic, culture and government policies. In this view, evaluating curriculum in art form suggest that humanistic approach was required in terms of the different values of the participant as well as the perceived value of the process and the activities of the programme likewise pattern observed which forms the basis for decision making.

Inquiry Upon 'Inferential adequacy and structural collaboration: The inferential adequacy aspect of assessment was based on critical observations and interpretation of empirical findings, while the structural collaboration had to do with the continuous inquiry about whether the various parts of the criticisms fit together as a consistent whole of course, observations arising from the evaluation process will keep coming and all it requires was the ability to interpret in order to code its meaning without necessarily passing through the scientific testing. The criticisms emanating from the interpreter needed to be put together to

crosscheck if it would form a whole part in curriculum assessment. Such criticism should communicate to the public especially the stakeholders on what was obtainable in the school system.

The connectivity between Elliot Eisner's th
as follows:

i. That it is necessary to evaluate the stud
is that, various educational level and their participants have to be assessed to ascertain their input to the progress of educational sector based on their individual experience and achievements.

ii. That the present study was born out of criticism over the students' poor aca
performance with special reference to Kaduna State. In essence, Elliot criticism as a necessary tool that subjects all educational programmes into assessment.

iii. That every proper assessment must be based on proper observation, collection of relevant data, testing and analysis of those data with the aim of making an objective judgment. This was what the present study was out to do.

Congruence Contingency Theory: This theory was popularly known as countenance theory. It was propounded in 1969. It was a contrast to the stuffle beam theory because it supported the use of qualitatively oriented and collaborative approach over the management approach in which information was gathered by curriculum managers. The product of this theory was that information's needed could be collected on t

Antecedents : It speaks of the information's rela
educational system prior to the existing programme which might affect the anticipated outcome of students' attitudes, years of tea
was the sole aim of presenting the study.

Transaction: According to Robert stakes, this phase revealed the interactions among the following groups: students, teachers instructional materials and the school environment in relation to teaching and learning process. Example, students relationship with the circular materials.

Outcome: Stake looked at the consequences of school curricular upon the following: cognitive, affective, personal, community-wide, immediate and long-term interactions. Stakes looking at the above factors, examined what was intended and what was actually observed. He explained further that information's pro literacy programme where it seeks deliberate judgment in terms of value or worth of various aspect of the school programme. Conversely its weakness lies in the fact that a great deal of skills and experience may be required on the part of the evaluator to accommodate divergent views, ideally, it was believed that outcome were contingent upon the antecedents and the transaction, which means that the greater the congruence between intended and observed outcomes the better.

The correlation between Robert stake's theory and the present s follows:

i. That there was need to sought for past information with regards to teachers and students' characteristics in comparison t
ii. That there could be relationship between the teachers, student, instructional materials the school environment and the syllabus.
iii. That there could be difference between the intended performance and the expected performance of both teachers and student alike.

The description of these discussed theories will not be complete without stressing on the concept of "curriculum and assessment" wide range of definition depending on the definer. In this context, curriculum according to

National Research Council (1996) was the way content was designed and delivered. These includes structure, organization, balance and presentation of the content in the classroom. It could be a set of materials that includes the content as well as instructional guidelines. The set of materials could be from one publisher or developer or could have been selected from a variety of materials organized by the school. It was connectivity between the teacher and students especially designed alongside what the student should be thought. In some cases, it could be a hidden curriculum.

Hidden curriculum, in general-products of schools or of non-school settings, particularly those states which are learned but not openly intended". However, a variety of definitions ha perspectives of those who study this phenomenon. Any setting, including traditionally, recreational and social activities, may teach unintended lessons since it is tied not necessarily to schools, but rather to learning experience. But most often, hidden curriculum refers to various types of knowledge gained in school settings, usually with a negative connotation referring to inequalities suffered as a result of its presence.

Although the hidden curriculum conveys a great deal of knowledge to its students, the inequality promoted through its disparities among classes and social status often invokes a negative connotation. For example (Pierre Bourdieu) assets that education-related capital must be accessible to promote academic achievement. The effectiveness of school becomes limited when these forms of capital are unequally distributed since the hidden curriculum is considered to be a form of education-related capital, it promotes the ineffectiveness of student in the school as a result of unequal distribution. As a means of social control, the hidden curriculum promotes the acceptance of a social academic activities as most of the in secondary schools have interest in the social activities i.e. non-academic activities than the academic activities. The hidden curriculum consist of those things students learn through the

experience of attending school rather than the stated educational objectives of student institution (Gordon, 2005).

2.3.1 Theories of Teachers' Quality

The way that quality education is defined is extremely important since it also affects the theories on which teacher education programs are based. However, these theories tend to change through the years based on the current research and theories that take place. Some examples of teacher education theories that have appeared in the literature, as described by Tatto (1999) are the following:

″The behavioristic approach where teacher education is seen as mastering a set of skills to support teachers in the performance of a predetermined task,

″Humanistic teacher education, which is related to adult development where teachers are encouraged to find their own best ways to function as teachers,

″Teaching as a craft, where teaching is accumulated by trail and error and is to be found in the wisdom of the experienced practitioners. A master-apprentice relationship is seen as necessary to uncover good practice and to pass it on to the novice.

″Inquiry oriented teacher education, which gives emphasis to the development of inquiry about teaching and about the contexts in which teaching is carried out. The focus is on helping teachers develop dispositions and skills of critical inquiry to analyze what they are doing in relation to its influence upon learners, schools and the larger society,

″Constructivist teacher education argues that teachers need to know that knowledge is constructed by individuals and their society; they need to be able to construct knowledge themselves, within a socio historical context in order to help their pupils find meaning in what they learn, and

″Pragmatist teacher education where truth is modified as discoveries are made and it is relative to the time and place and purpose of inquiry.

2.3.2 Theories of Economics

Indeed, the theory of Economics of even real Economics consists of principles systematically built up. These consist of costs, theory of distribution, theory of demand and supply, theory of opportunity costs, the theory of labour, the theory of preference, to mention but a few (Ajayi, 1998).

All these theories provide the Economist the tools with which to deal with issues and policies that confronted it from time to time. They also have knowledge of the techniques of Economics analysis. Nevertheless, it must be emphasized that theory was however, developed irrespective of its practical application.

According to Adeogun (2003), "even with between Economics and other disciplines was by no means clear, it was an important distinguishing feature that Economist study the behavior of people in society in so far as they were motivated by the generation, consumption or distribution of natural wealth. However, according to Graham, (1991) "The area of s concenrned was the allocation of scarce resources between the various demands made upon them", P. 136.

Graham, further said,

"How individuals or societies decide on the nature of the individual and of society, the influence of cultural, historical and sociological factors and the nature of the prevailing political system. It was thus impossible to study economics without some awareness of its interrelationships with other fields of human endeavor", further 317

The fact remained that economics was the core of all social science "Eco courses which means that its knowledge was a link to the knowledge of all other disciplines of human endeavor.

2.4 Economics Curriculum for Secondary Schools in Nigeria

Economics was at first taken in 1967 as a school subject at the West African School Certificate Examination (Obomeata, 1980). It came as part of secondary school curriculum in 1966, much later than other school subjects. Economics was however, taken by private candidate in the General Certificate in Education (popularly called GCE) at ordinary and Advance levels respectively. Available records show that economics was offered first at the Higher School Certificate Examination HSE though scrapped now before it became a secondary school subject. Since its introduction, it had witnessed increase in the number of schools who teach the subject and that of students „ s w h o e n r o l l e d f o r candidates only offered economics in 1967 at the West African School Certificate examination out of the total enrolment for that year representing 0.07% (Obomeata, 1980).

It occupied an elective position in the national policy on education at the Government secondary school (SSS) level. This curriculum according to Osummaiye (2005) in Yusuf (2008) has been designed by the comparative Education study and Adaptation centre (CESAC) to meet the requirements of ECOWAS in the new system of education i.e. (6-3-3-4). The guiding principle of this curriculum was the need to equip graduate of the Government secondary school with the basic knowledge and skills that will enable them to better appreciate the nature of Economics problem in any society. It was in this regard that Economic was set out to achieve the following objectives at this level.

i. To equip students with the basic principles of Economics necessary for useful living and for higher education.

ii. To prepare and encourage students to be prudent and effective in the management of scare resources.

iii. To raise students that will have respect for the dignity of labour and their appreciation.

iv. To enable students acquire knowledge for the practical solution of the Economics problems of the society; Nigeria as a developing country and the world at large.

According to Adu (2002), the study of Economics serves a useful purpose in modern day life. To Obometa (1991), Economics as a subject had various values to the learners and these values are:

Cultural Values: Economics has some intrinsic value that make it appealing as a school subject. For instance, it connects learners to the essentials of everyday life and it also concerned with almost typical events surrounding the economy.

Intellectual Training: Economics also contribute to intellectual training. Because it involves looking at issues in a way which for most new to people.

Vocational Training: The vocational nature of Economics made it readily acceptable to students. It is of direct utility in many braches of industries and commerce. Also it forms an essential part of most professional examination like Banking, Accountancy and Secretariat Study

The major topics of the Economics syllabus are as follows:

- Economics: Meanings and Basic concepts
- Basic tools of Economic analysis
- Basic Economics Problem of society
- Production
- Business organization
- Population
- Labour market
- Distributive trade
- Money
- Agriculture

- Inflation
- Industrialization
- Alternative economics systems
- Theory of caustic
- Theory of consumers‟ behavior
- Demand and supply and price determination
- Public Finance
- Financial institutions
- Market students
- Elements of National Income Determination
- Elementary theory of income distribution
- International trade
- Balance of payments
- International Economic Organizations
- Economic Development
- Petroleum and the Nigerian Economy (WAEC Syllabus, 2014)

The above topics have been structured into thirty-four (34) teaching units distributed over the three-years period of the SSS course as follows:

Year 1 (SS1) –Ten (10) teaching units

Year 2 (SS2) –Thirteen (13) teaching units and,

Year (SS3) –Eleven (11) teaching units

The topics were spread out over the three years on the basis of the nature and complexity of topics and the total teaching time available in each year. Simple topics provide adequate foundation for subsequent work. In the area of evaluation, continuous assessment as recommended by the National Policy on Education (FRN, 2004) was adopted while final

examination organized by the Ministry of Education or Examination bodies (such as WAEC, NECO and JAMB) was the hallmark of its evaluations processes.

On teachers, the federal Government has intensified its effort on capacity building of teachers signify a rapid departure of what teachers used to be (NTI, 2006). It was in this assumption that teaches with Grade II Certificate teaching Economics were mandated to go for further training. Thereby, making the Nigeria Certificate in Education (NCE) the ministry qualification into teaching profession (FRN, 2004).

Based on the observation so far made, the perceived poor performance of students in Economics was not due to lack of coverage of syllabus but due to the inability of some teachers not doing justice to these aspect of Economics that deals with graphs and calculations (statistics) (Ayo, 2005).

It had been observed that the basic tools adopted in Economics analysis was statistics. Thus, data generated overtime or in respect of empirically examined economics problem was analyzed using statistical tools as the instrument of analysis. This means that statistics was central to economic analysis. Statistics is a branch of mathematic which deals with the quantitative study of generated data. Its of two category: descriptive and inferential. The former was concerned with the methods and techniques of describing data in a particular area of interest in a concise manner to present useful and readily comprehensive information. The later on the other hand, focuses on the deduction of variable information from a comprehensive data gathered out of which generalization about such studied population sample was made. Nevertheless, Economic analysis could be theoretical and or empirical.

It had been identified that the major problem of Economic Analysis and its application in answering questions in Economics public examination including real economic situation. These tools includes: Measure of central tendency, e.g. mean, medium and mode Histogram, chart, graphs, measures of Dispersion/variability and frequency distribution.

Some of the questions that readily come to mind were:

1. Do we have teachers who have the skills and perfect knowledge of teaching this aspect of economics?
2. Are the teachers dedicated to duty?
3. Do they have and employ necessary teaching aid required for teaching these aspect of Economics?
4. On the part of the students, were they willing to learn?
5. Do they have mathematical sets for drawing graphs and tables?
6. Have they textbooks? It will be proper if both the teachers and students of Economics will give adequate attention to this aspect of Economics to enhance their performance.

2.4.1 Scope and Basic Concepts in Economics

The subject scope is quite wide. Generally, it covers the study of individuals, households, firms and the aggregate behaviours of the units including market demand and industries. These are collectively known as macro economics.

Basic Economic Concepts: Opportunity cost (real cost): Simply defined, the opportunity cost is the forgone alternative out of two competing needs. This means the opportunity cost of a good we buy is the other good left un bought. For instance, a student faced with either buying a school bag or a school sandal, each costing N500, and the student in question having only N500, will be compelled to buy one and forgo the other, if he/she decides to buy the school bag, the opportunity cost of the bag is the school sandal forgone.

Firms and governments like individuals have to contend with the opportunity cost or real cost concept given that they have limited resources to satisfy their competing needs. For instance, a firm faced with either buying more computer sets or more air-conditioners for the staff may have to buy one and forgo the other. If air-conditioners are purchased while forgoing the buying of the computers, the opportunity cost of the air-conditioners is the

computer left unbought. Similarly, the government may have to decide between two pressing urgent needs, due to limited resources. Opportunity cost helps inefficient use of limited resources and also assists the consumers to act rationally by satisfying the alternative that provides the greater satisfaction.

Scarcity: To an economics, all goods are scarce relative to demand. That is, beyond the generally accepted notion of scarcity as limited supply of resources to abundantly produced for all, scarcity emphases the ability to demand supplied goods.

Thus, in a modern day world where advanced technology has brought about mass production of goods and services, the problem of scarcity still persists. This is because the mass produced goods are only meant for those who could afford their prevailing market price. To those who could not demand the goods at the market prices of such mass produced goods, they are said to be scarce relative to demand for them.

Scale of Preference : This is the arrangement that denotes one's that we have drawn a scale of preference. It will be noted that two or more people may have the same list of wants but rarely do such people have the same scale of preference is drawn, one should attend to the listed needs as stated, paying attention to items one, two, three in that order. It should also be noted that it may be impulse buying and emergencies.

Choice: This is an act of choosing between two or more possibilities. Something that you can choose, for instance, women forced to make a choice between family and career. Individuals are forced with difficult choice by circumstances. Students are helped by their teachers to make more informed career choices. Scale of preference help an individual to prioritize his/her wants in order of their importance so as to make the best choice from those list of wants.

2.4.2 Methods of Teaching Economics

There are various methods of teaching Economics, these includes

- Teaching method
- Lecture method
- Questioning method
- Excursion method
- Seminar method
- Debating method
- Discussion method and so forth.

Because of the scope of this research, it is not necessary to go into the discussion of the above listed teaching methods. Although all of these methods are being used by economics teachers but experience has shown the best. This was because student require to know each concept(s) very well in the content unit including various graphical symbols. Current instructional materials should be a plus to the understanding of the subject Economics by the target population.

2.5 Teachers' Qualification and Students' performance in economics

The teachers" personal element can some Glasser (1969) wrote, "Teachers often conduc to speak for fear of being graded". This oft confidence, due to poor qualification, and to overcome the complex he/she becomes a "terrorist" in the classroom.

According to Archibong and Chori (1999) examinations had become terror to students by the way some teachers handle their subjects. Olomofe-Kufeji in Waheed (19 quality of teachers determines the quality and standard of the

that " the measurement of student performan
judgment and it may seem „objective" with p
but even these approaches are based on professional assumptions and values.

Jacob and Legfren (2002, p.18-24) said that to improve st
teacher ought to motivate them by increasing their interest. This can be done by:

a. Show interest yourself –be enthusiastic
b. Show the relevance of what you are teaching to the real world.
c. Make use of the st-expressions " creativity and
d. Make the learning directly relevant to th
e. Use group competitions and challenges.
f. Make use of surprise and novel activities
g. Change students" activities regularly.

Some teachers value performance more than progress in formative assessment Charles (2002). Teachers spend time on past question papers to train their student on how to answer examination questions rather than to learn new experiences or master new items. By experience, students taught this way cannot pursue their studies any further.

Many teachers says that they are more suited to assess their student level of performance (Graham and Neu, 2004). According to Agrewal (2004) teachers have the tendency to focus on particular skills (Written skills) and neglect other (oral skills) in the day-to-day assessment. Gambell and Hunter (2004) v
the scores they assign students" work in th
finding a defensible and fair sy They noted that f eval
teachers" is essential to successful teaching: Teache r s " qu ais laiv ri c a t i o
important factor in teaching, they further stated that, one factor leading to success as a teacher is developing a positive psychological atmosphere in which young people can work, study

and learn. The development of a positive emotional tone is a teachers act. Thereafter student performance depends largely on the impact teacher qualification play on the whole teaching and learning process. And of course, the students " e m o t i o n i n f l u e n c e d b y t h e e i s t e a c h e r s ". H e n c e t h e i n t e r v e n i n g v a r i a b l e m a s could be reflected in the school culture goes a long way in a f f e c t i n g s t u d e n t s " a c a d e m i c p e radiates happiness in the classroom and vice versa.

Amidon (1999), remarks that, t e a c h e r s " s h o u l d i n f l u e n c e t h e l e a r n e r a t n most of his achievements academically. To him the teacher is information giver, advisor, m o t i v a t o r , c o u n s e l o r , r e f e r e e m p h a s i z e s t h a t , t h e t e a c h e r s c i p l i f u n c t i o n s a s t h e w i t h s t u d e n t s , " e x p l a i n i n g , . i n f o r m i n g o r s h o w i n g k s how, initiating, directing, administering, unifying the group, giving security, clarifying attitudes, beliefs and problems, diagnosing learning problems, and evaluating performance. H o w e v e r , t h e a n c e o f t h e s e d u t i e s " d e p e n d s o n h o w w e l l he is been trained and motivated, because teaching is a professional job. Without specialized training in the line, teachers cannot perform the above task. The teacher should have adequate professional training to make him conversant with diverse of teaching techniques.

The undisputable fact is that, the good qualities of the teacher, nice lesson plan, use of appropriate teaching aids and method will enhance effective teaching that can bring about good learning and thereafter influence the academic performance of students. Also, this is prerequisite to good behaviour of students in any school. If good behaviour of the students is not achieved, there will be problem of indiscipline that will prevent administration of the school effectively. The completely unsuitable teacher would posses antidissertation of most of the attributes given above. Fortunately, no teacher, no matter how bad or unsuitable he is to the profession, will have all the negative or opposite aspects and certainly no teacher is incapable of bettering any undesirable habits or attitudes that he or she may posses.

Shipley et al (1968:95) cited in Akut (2012), noted that some of the characteristics that a teacher should, seek to stimulate or improve upon include: laziness, impatience, lack of animation, not temperament, tactlessness, to mention just a few. Although the good qualities of the teacher, coupled with the elimination of bad qualities, will bring about effective teaching, the fact still remains that other factors can still be determinants which are external in the teacher.

2.6 Teachers' Experience and Students' Performance in Economics

In education, teachers" experience is pr affects current employees; the underlying assumption is that experience promotes effectiveness. Students attain higher levels of achievement when taught by more experienced teachers. Research shows that on average, teacher with more than 20 years of experience are more effective than teachers with no experience but are not more effective than those with 5years of experience (Ladd, 2008) study have shown that effectiveness declines after some points, particularly among high school teachers.

The decline in performance among the most experience teachers is most evident at the high school level suggesting that this is where such attention should be focused. In cases where Veteran teachers are unable to maintain performance levels with adequate support and professional development, mechanisms for alternative assignments or even dismissed should be considered. The evidence that the most experience teacher may not be the most effective should prompt policy makers to re-examine the common practice of determining teacher lay offs base on Government. This is not to say Government is not important but such policies may undermine efficiency.

Murnana and Kile (1978) defined teaching experience as all activities undertaken by the teachers in these pre and post teaching training exercise, it also includes participation in

professional development activities geared towards equipping the teacher for better service deliver. This aspect of teacher quality has not been given adequate attention because it is a general belief that any one that can talk, convincingly will do well as a teacher, not minding if he or she has experience in pedagogy.

Soelein (2007) and Fafunwa (1967) found positive correlation between teachers experience and students" outcome. Studies r
the profession especially in social science subjects turned out students with higher academic performance. This is due to the teachers experience in instrumental and the pedagogy. Imogle (2007) identified some areas of teachers experience to include:

1. Pedagogical studies
2. Content studies
3. Instructional technology
4. Post teaching, amongst others

On pedagogical studies, he opined that teachers are able to harmonize the minds and emotions of their students and he produces students with higher academic achievement. He also observed that an experience teacher must have adequate knowledge about the discipline that deals with the theory and practice of education i.e the study and practice of how best to teach His or Her subject to ensure effective and teaching/learning process.

On content studies, teachers are required to know the body of knowledge or information that makes up the learning material for a specific or a given class. The body of information or knowledge may comprise of facts, loss, explanations, principles, theories, events or generalization.

He also admitted, that teaching by the classroom teachers forms the cornerstone in curriculum implementation, he make sure curriculum is implemented according to

specification. He decides on what to teach, how to teach, and what time to teach. Therefore, if a teacher is untrained or unwilling to implement curriculum plans, the desires success cannot be attained.

Lastly, he opined that the use of a variety of instructional methods is necessary for a effective and efficient curriculum implementations process. An efficient teacher should therefore always device different ways of facilitating. The method of approach is very vital in any teaching learning situation. Appropriate methods off teachings are very vital for curriculum implementations to be effective

Recent studies revealed that teachers with both content knowledge and instructional ability achieves a higher percentage of students outcomes than teachers without such experience he is of the opinion that teachers post –teacher training is aimed at acquisition of special skills and experience that will enhance quality service delivery which in turn has a direct impact on the students" performance.

2.7 Empirical studies

The following are some of the research studies carried out similar to this study in Nigeria and elsewhere in the world:

Elochukwu (2001), conducted a study on the relationship between teacher ability to communicate effectively and stud School in Anambra State. Five research questions and five null hypotheses were raised in line with the main objectives. Descriptive survey research design was used for the study; four rating structured questionnaire and observation were the instrument used for the study. Data collected were subjected to statistical analysis using chi-square. The researcher found that effective communication, the type that can guarantee the realisation of good academic performance can be rendered by teachers. The current research work is related to the past

research work in the sense that, both research work seek to achieve similar objectives. The study is also similar to the present study as it was carried out in secondary school, hence the present study was conducted in the secondary school. Despite the similarity, the study differs as the previous study was conducted with five research objectives while the present study was carried out with six research objectives and with six corresponding research questions and hypotheses. Differences also existed in the type of statistical tools used, data gathered for the previous study were analyzed using chi-square while data for the present study were analyzed with the use of T-test.

Odusanya (2002) conducted a research titled Relationships between teachers' teaching experience and student's academic. Three null hypotheses were stated in line with the objectives. The study was a descriptive survey; a population of 280 teachers and student were randomly selected. Sample sizes of 63 teachers and student were randomly drawn for the study. Interview and questionnaire were used to collect data from teachers and students. Data collected were tested at 0.5 level of significance using T-test. The result showed that teaching experience had a positive and significant effect on student's academic performance. The present study is similar, but different in some way to the past research, even though both has to do with analyze research questions, while the present researcher will analyze both research questions and null hypothesis.

Another study of interest was carried out by Dee (2005) on the influence of te gender difference on the academic performance of Government secondary school students. Research questions were raised in line with the objectives but research hypothesis were not stated. A descriptive survey design was used for the study. The study used 253 Government secondary school students as sample for the study.

Questionnaire was used to collect data from the respondent and data collected were analyzed using chi-square. The research revealed that effects on student test performance, teache with academic material. He "simply put, girls hav by women and boys are better hypothesis were not taugh analyzed for a better result, this current study will test all the research questions and hypothesis for a better result.

Ukonze and Olaitan (2010), conducted a study titled: Quality of agricultural science teachers in secondary schools in Kwara state. The study was conducted with the objectives to; determine the quality of teachers teaching agricultural science in Government secondary schools in Kwara state; and assess the quality of teachers in supervising practicals of agricultural science in Government secondary schools in Kwara state. Research questions and null hypotheses were postulated in line with the stated objectives. The total of 208 was sampled for the study, the study employed the use of survey design and data for the study was collected with the use of questionnaire. Data collected was analysed using chi-square. Findings show that teachers quality plays a significant role in the performance of students in agricultural science in Kwara state.

The present study is similar with the work of Ukonze and Olaitan (2010) which was conducted to assess the quality of agricultural science teachers in secondary schools. The study are also similar in the following areas; the previous study was conducted in secondary schools while the present study was also carried out in secondary school; data for the previous study was collected using questionnaire while data for the present study was collected using questionnaire, but different in some way to the past research, even though both has to do with teachers "square ator analyze le. Th research questions, while the present researcher uses t-test.

Akut (2005), carried out a study, Impact of personal qualities of principals on the attainment of basic administrative tasks of secondary schools in Kaduna metropolis. The study was conducted with the objectives to; ascertain the intelligent level of the Kaduna state secondary schools; determine the self-confidence of Kaduna state secondary schools; ascertain the sociability of Kaduna state secondary schools; determine the professional mindedness of Kaduna state secondary schools; ascertain the moral instate secondary schools; and ascertain the humility and modesty of school Six (6) research questions were formulated and six (6) null hypotheses were stated and tested. The research design adopted for the study was ex-post facto. Structured questionnaire designed by the researcher was employed in the collection of data from Eight hundred and thirty (830) respondents of public south, Kaduna North, Igabi and Chikun in Kaduna Local Government Area of Kaduna state. Descriptive and inferential statistics were used in data analysis at 0.05 level of significant. Inferential statistics like One-way Analysis of variance (ANOVA) and T-test statistical procedures were used to analyze all the hypotheses stated while descriptive statistics was used for data section. The results of the study revealed a significant difference on self-confidence of school principals. Similar, interpersonal relationship of school principals were enhanced by their sociability qualities; professional mindedness of the school principals acted as aid to their administrative functions and; humility and modesty of school principals were identified as a major player to bring about cooperation and teamwork in the administration of schools under them. Based on the findings above, it was recommended among others that the school authority should establish an effective means of communication between the management, Principals given a refresher course/training on new techniques of administration to improve their intelligence, self-confidence and should seek co-operation

from colleagues, guidance counselors, disciplinary committee, moral instructors and other experienced teachers when the end arises.

The current research is related to the work of Akut (2005) in the sense that, the previous research used questionnaire for data collection while the present study also used questionnaire; the present study was conducted in Kaduna state while the previous study was also conducted in Kaduna metropolis. The study is also similar to the present study as it was carried out in secondary school, hence the present study was conducted in the secondary school; the current research was also similar to the previous study as it was conducted with six research objectives while the present study was carried out with six research objectives and with six corresponding research questions and hypotheses. Despite the similarity, differences also existed in the type of statistical tools used, data gathered for the previous study were analyzed using ANOVA and T-test while data for the present study was analyzed with the use of T-test

Eric and Mark (1998) conducted a study on the effect of Teacher quality on student performance in Economics, Brigham Young University, Provo. The study was conducted with the objectives to; estimate whether the relation between teacher quality and performance on standardized tests differs at different points in the gains; and determine whether school resources affect educational outcomes of students in Economics. The study was conducted with the total of 84 Economics students from the Brigham Young University. The study was an experimental research and data for the study was collected using the standardized tests. Independent sample T-test was used for data analysis. Findings shows among others that; teachers quality have a strong relationship with the students performance "

The study under review is similar to the current study in the following areas; the study uses Economics students which the current research used; and the previous research used a standardized test for data collection, while standardized tests was one of the instruments used for data collection in the present study. The study differs in the following ways; the work of Eric and Mark (1998) was conducted in Brigham Young University, Provo, while the present study was conducted in secondary schools in Kaduna state, Nigeria; Independent sample T-test was used for data analysis in the previous research, while the present study also used T-test for data analysis.

Ehrenberg and Brewer (1995), conducted a study titled: Impact of t e a c h e r s ‟ v e ability and race matter o n s t u d e n t s ‟ A c h i e v e m e n t i n E n g l c o n d u c t e d w i t h t h e o b j e c t i v e s t o ; d e t e r m i n e Achievement in English language; and assess the influence of teachers experience on s t u d e n t s ‟ A c h i e v e m e n t i n E n g l i s h l a n g u a g e . used for the study. The study employed the use of survey design and data for the study was collected using questionnaire. Chi-square was used to analyse the data collected. Result of the h y p o t h e s e s t e s t e d r e v e a l e d t h a t t e a c h e r s ‟ Achievement in English language.

This study differs with the work of Ehrenberg and Brewer (1995) in the following w a y s ; t h e s t u d y w a s c a r r i e d o u t o n s t u d e n t s p r e s e n t s t u d y w a s c a r r i e d o u t o n s t u d e n t s ‟ was a survey research while the current study is ex-post factor; and the past research was conducted with two research objectives while the current research was conducted with six objectives. Despite the dissimilarities, both research have these similarities; it was centred on teachers quality; and both research uses students as respondents.

Abu (2006) conducted a study titled: Impact of Teachers Experience and Quality Teaching on students‟ performance in Physic the objectives to ascertain the impact of Teachers experienc Physics in Kogi state; and to determine Tea in Kogi state. Survey design was used for the study and data was collected using questionnaire. Data collected was analysed using T-test. Findings revealed a significant difference in the opinions of respondents.

The similarity of this research is that, it was carried out to in order to determine teachers experience, which one of the current objective seeks to determine. Also, the work of Abu (2006) differs as it data for the study was analysed using T-test while the current study was analysed using T-test. The research also differs as it is a survey research while the present study is ex-post factor.

Ramin and Nabi (2010) conducted a research titled “L Predictors of Students‟ Academic Achievemen were to determine the relationships between achievement also to determine the relationsh excitement and interpersonal rapport) and s and three null hypotheses were raised in line with the main objective. Thirty English-language teaching (ELT) teachers teaching in Iranian junior and Government high schools participated in the study, with the final-exam score of the participating students serving as the dependent variable of the study. The results showed that the study qualifications and experience can significantly predict student achievement. Individual correlations were also found among the qualifications and experience.

The present study is related to past work because both are on academic achievement. The work strongly motivated the current work in that it shade light on the importance of teachers in increasing students" performanc hypothesis if not a better result would have emerged.

Hoy (2000) carried out a research titled "Impact of te Grade Two students" performance in Ecostat hypotheses were raised in line with the main objectives. A combination of quantitative and qualitative research method was used for the research. An in-depth interview and questionnaire was the research instrument for the study. The population comprised of 660 Grade two students, sample size was 108 selected randomly, the researcher also used oral interview for some Grade two students. The statistical tool used for the analysis of the data was Chi-square. The researcher found that teach extent assisted the grade two students to improve on their academic performance.

Similarity of the present study lies in the fact that both studies were concerned with the student"s academic performance. It is questions and null-hypothesis used. Despite that the research work contributed to the current research work. The sample size of only 108 out of the total 660 population was not a good representation of a population and was considered inadequate.

2.8 Summary

The chapter discussed the literature review. Several opinions were reported, analyzed and discussed. The review is related to the following points: issues on Teacher Qualification; and Students" performance, Teacher"s teachi economics, interest and Students" performan experience econo and Students" performance in econ and Students" T

performance in economics. Also, research works carried out in Nigeria and elsewhere in the world that is similar to this study were reviewed.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted for the conduct of this research work. It however examined the following: Research design population, sample and sampling techniques, instruments for data collection, validity of the instrument, pilot test; reliability of the instrument, procedure for data collection, and procedure for data analysis respectively.

3.2 Research Design

The research design adopted for this study is descriptive survey design and ex-post factor. Ijaiya (2000) views descriptive survey design as a design which involves an investigation into the entire population of people or objects from where sample was drawn as a means of making an inference on the data obtained. However, it is the most commonly used for social sciences and humanistic researches, while ex-post factor design is a kind of research design that is aimed at finding out the factors, cause and effects of a particular phenomena in question .The researcher always has no control over the variables of interest and therefore cannot manipulate them, because they already exist and cannot be changed.

3.3 Population

The target population for this study comprised of all secondary school teachers and students in Kaduna State. The teachers and students involved in this study are from the various Government secondary schools in the twelve (12) educational zones of Kaduna state. Therefore, the population for this study according to the 2013/2014 school population is comprised of four hundred nineteen thousand, eight hundred and ninety-two (419,892) Government secondary school students and teachers hundred and eighty-one (13,381).

3.3.1 Population Distribution of the study respondents (Teachers and Students)

S/N	Zone	Total number of School	Total number of Students	Total number of Teachers
1	Anchau	30	19,544	910
2	Birnin Gwari	35	23,630	975
3	Giwa	55	38,603	1124
4	Godogodo	40	28,243	1003
5	Kaduna	80	70,304	1630
6	Kachia	26	25,673	850
7	Kafanchan	50	21,172	1,020
8	Rigachikun	50	48,184	1053
9	Lere	60	43,648	946
10	Sabon Tasha	65	40,643	1374
11	Zaria	45	36,704	1369
12	Zonkwa	40	23,544	1123
Total		**576**	**419892**	**13381**

Source: Ministry of Education, Kaduna state (School Population, 2014).

3.4 Sample and Sampling Technique

For the purpose of this study, two schools each were selected from three (3) Educational zones using a stratified sampling technique. Nwana (1999) defined stratified sampling technique as one which gives an equal and independent chance of being selected. For the purpose of this study, a sample of seventeen (17) teachers and three hundred and fifty three (353) students was selected for this study. Aderemo (1989), opined that a sample size of three hundred and thirty five (335) be adopted for population of about two thousand and six hundred (2,600). To this end, the total of one hundred and ninety eight (198) male students and one hundred and fifty five (155) female students were selected, representing 10% of the entire population. Also, nine (9) male economics teachers and eight (8) female economics teachers was selected. Table 3.4.1 shows the sample distribution of the respondent.

Table 3.4.1 Sample distribution of the respondents

S/N	Zones	Schools Sampled	SSII		Total Student Sampled	Male Teachers Sampled	Female Teachers Sampled
			M	F			
1	Kafanchan	GSS Kafanchan	30	27	57	2	1
	,,	GSS Kaje	25	19	44	1	1
2	Sabon Tasha	GSS Sabon Tasha	35	31	66	1	2
	,,	GSS Kakuri	43	32	75	2	3
3	Zaria	GSS Zaria	34	22	56	2	1
	,,	GSS Dakachi	31	24	55	1	0
	Total	**6**	**198**	**155**	**353**	**9**	**8**

3.5 Instrumentation

The instruments that was used for data collection in the study are Questionnaire, Test and observation, because it was relatively effective to administer questionnaires, observation and test on the respondents and they help the researcher to source for relevant information regarding the major ideas of the hypotheses or research questions of the study for the purpose of providing answers to the research question, accepting the hypotheses or rejecting them. For this reason the instrument for teachers is titled Teachers" Questio instrument for students are titled Students Questions (SQ). The Questionnaire is divided into five sections. Section A seeks to find out respondent s "o-data while section B addresses the relationship between qualified teachers in Economics stud e n t s " p e r f o r m a n c e , s addresses relationship that exist between male an and student, section D deals of explains the relationship between experienced teachers in Economics student, section E also explains relationships that exist between economics teachers in urban and rural schools work experience and students". The items on the questionnaire were analyzed after testing using four point rating scales. There were twenty (20) items for both teachers and the students. Items were designed under SA, A, DA, and SD. The respondents were directed to tick (

scales appropriately. These were done in other to obtain first hand and relevant information useful to the study from the two classes of respondents that is, teachers and students.

Objectives of each section were as follows;

Section A- Personal data of the respondents

Section B- To determine relationship between qualified teachers in economics and students performance in senior secondary schools in Kaduna State.

Section C- To find out the relationship that exist between male and female economics teachers qualification and students performance in senior secondary schools in Kaduna State.

Section D- Establish whether there is relationships between experienced teachers in Economics and students performance in Government secondary schools in Kaduna state.

Section E- Ascertain the relationship that exists between Economics teachers in urban and rural schools work experience and students' performance in senior secondary schools in Kaduna State.

Scoring Methods for the Questionnaire

In order to gather the needed data on the questionnaire items, the analysis was carried out using modified Likert four-point rating scales. They were as follows:

Strongly Agree (SA) - 4

Agree (A) - 3

Disagree (D) - 2

Strongly Disagree (SD)- 1

3.5.1 Validity of the Instruments

The researcher developed a self-made instrument. It was revi
supervisors in the department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. This was to ascertain the face and content validity of the instruments in line with the objectives and hypotheses raised for the study. This was supported by Kerlinger (1973), in Bodunde (2004) that validation of instruments by experts is an effective method of ensuring content validity of research instruments. Thereafter, necessary corrections and modifications were effected based on the advice of experts. Comments were made by experts and items on the instruments reconstructed.

3.5.2 Pilot Study

Pilot study was conducted at Government Girls' Secondary School,
Road, Zaria. It involved the administration of twenty-five (25) copies of questionnaire on the respondents. A total of sixteen (16) copies of questionnaire were filled and returned. This was because the researcher wanted to use respondents that would not participate in the actual research study. This way was to avoid been conversant with the questionnaire items before final study.

The purpose of the pilot study was to determine the reliability of the questionnaire, its difficulty level and whether it had power to discriminate over results. The instruments were personally administered alongside with the research assistants and scores collected from the field. It was to give room for final draft of the questionnaire and other instruments for onward commencement of field work.

3.5.3 Reliability of the Instruments

A measuring instrument was adjusted based on the conditions that it measured consistently what it was supposed to measure at different times of administration. Although, the reliability of these instruments were calculated using test-retest method, the method

involved conducting a test on a group of respondents at varied times and recording of the scores at each time during the pilot study. The results obtained from each administration were correlated using Pearson Product Moment Correlation Coefficient (PPMCC) to achieve the reliability result. Nworgu (1992) called it

The reliability estimates obtained were 0.82, 0.85 and 0.87 respectively. This indicated that the items were reliable within the acceptable limit because Mukherjee (2000) stated that "the requirement for Internal C co-efficient which must be higher than 0.80. It was based on the reliability scores indicated in the proceeding figures that the instruments were administered to the respondents for collection of data and the result is attached at the back.

3.6 Procedure for Data Collection

A letter of introduction was collected from the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria to the respective inspectorate Divisions, Kaduna State Ministry of Education under whose jurisdiction the sampled schools were selected. The permission sought from the divisions allowed the researcher and her assistants to get attention of school authorities to participate in the study.

The data collection was carried out by the two groups-researcher and research assistants over a period of twelve (12) weeks. It involved the administration of 353 copies of questionnaire to the respondents. Research assistants employed were trained on the modality of distribution as well as collection of research instruments filled on behalf of the researcher.

Out of 353 copies of the questionnaire administered to the respondents, 332 (99%) were correctly filled and retrieved from the filled. (1%) copies were however, wrongly filled. The percentage of the correct copies was adjudged adequate for the rational analysis and decision. The data collected from the correct copies of questionnaire was therefore, analyzed.

3.7 Procedure for Data Analysis

The bio-data information of the respondents was analyzed with the use of frequency and percentage while the research questions were analyzed by means of descriptive statistics of mean and standard deviation. Also, all the null hypotheses were analyzed using t-test and tested at 0.05 alpha level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presented the data analysis including the discussion of results. Data was obtained from teachers and students in the schools from the three zones of North, Central and South of Kaduna state, on the qualifications and experience on economics students' performance in Government secondary schools in Kaduna State, Nigeria. The total of seventeen (17) teachers and three hundred and fifty-three (353) students responded to the questionnaire. The analysis of the data collected was done using both descriptive and inferential statistics. The first section of this chapter presents the frequency and percentages of the respondents' status, experience. The second section presents answers to research questions using frequency, mean and standard deviation. The third section presents and interprets the six null hypotheses structured along the research objectives by means of t-test. All the null hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

Table 4.1.1: Classification of the respondents by Status

	Frequency	Percentage
Teacher	17	4.6
Students	353	95.4
Total	**370**	**100**

Table 4.1 shows the classification of the respondents by status where 17 or (4.6%) of the respondents are teachers while 370 or (95.4%) are students. The table reveals that larger percentage of students both male and female where used compare to the number of teachers, meaning that more students participated in the research work than teachers.

Table 4.1.2: Gender Classification of the respondents

Gender	Frequency	Percentage
Male	207	55.9
Female	163	44.1
Total	**370**	**100**

The descriptive analysis of the gender classification of the respondent on Table 4.2 shows that 207 or (55.9%) of the respondents are male while 163 or (44.1%) are females, this indicates that more numbers of male respondents were more involved in the research work than female.

Table 4.1.3: Teachers' Qualifications

	Frequency	Percentage
NCE	3	17.6
Degree	8	47.1
PGDE	4	23.5
Masters and above	2	11.8
Total	**17**	**100**

Table 4.3 shows that, 3 or (17.6%) of the teachers are holders of NCE, while 8 or (47.1%) are holders of Degree. Likewise, 4 or (23.5%) have qualifications in PGDE and the few 2 or (11.8%) are holders of Masters and above, the highest percentage of qualified teachers are degree holders, this shows that all teachers are categorised as qualified teachers since the minimum qualification of education in Nigeria for teachers is NCE.

Table 4.1.4: Teachers' Course of Study

	Frequency	Percentage
Accounting	2	11.8
Mathematics	1	5.9
Economics	9	52.9
Commerce	5	29.4
Total	**17**	**100**

Analysis on Table 4.3 revealed that 2 or (11.8%) of the teachers read Accountancy, while the minor 1 or (5.9%) read Mathematics. Likewise, 9 or (52.9%)read Economics and 5 or (29.4%) studied commerce. This shows that majority of the teachers read economics as a course, so there was room for competence and sound background knowledge of the subject-economics.

Table 4.1.5: Teachers' Years of Experience

	Frequency	Percentage
1 –5 years	3	17.6
6 –10 years	10	58.8
11-15 years	2	23.5
16 –20 years	2	11.8
21 and above	-	-
Total	**17**	**100**

The descriptive analysis on the respondents years of experience on Table 4.5 shows that, 3 or (17.6%) of the teachers have worked between 1 – 5 years, while 10 or (58.8%) worked between 6 –10 years. Likewise, 2or (23.5%) have been in the teaching profession between 11

-15 years and 2 or (11.8%) worked between 16 –20 years and none of the teachers worked between 21 and above. It shows that teachers teaching years of experience between 6-10years are more than others. This also explains that, teachers with more years of experience will definitely turn out students with higher academic performance than teachers with shorter years of experience.

4.2 Response to Research Questions

Research Question One: What is the relationship that exists between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State?

Table 4.2.1 shows the response on the relationship that exists between qualified opinion teachers in Economics and students performance in senior secondary schools in Kaduna State.

Respondents	N	Mean	Std. Dev.
Teachers	17	2.6667	.89878
Students	353	3.8833	3.47607
Total	370	3.3	2.1874
Fixed Mean		2.5	

The descriptive statistics on table 4.2.1 shows the opinion of teachers and students on the relationship that exists between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State. The table revealed the overall mean of 3.3 which is relatively higher than the fixed mean of 2.5. This means that relationship exists between qualified teachers in Economics in Government Secondary students Schools in Kaduna State.

Research Question Two: To what extent do relationship that exists between male and female Economics teacher qualifications influence students' performance in senior secondary schools in Kaduna State?

Table 4.2.2 shows the opinions of the respondents on research question two.

Respondents	N	Mean	Std. Dev.
Teachers	17	.57777	1.0377
Students	353	2.1429	2.9286
Total	370	1.4	1.98315
Fixed Mean		2.5	

Table 4.2.2 portrayed the respondents" opinion com
extent to which relationship that exists between male and female Economics teachers influence students "performance in senior secondary schools in Kaduna State. The finding revealed that there was no significant difference in the responden s hecause overall i o n mean score of 1.4 which is lower than the fixed mean of 2.5.

Research Question Three: What is the relationship that exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State?

Table 4.2.3 indicates the opinion of respondents on the relationship that exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State.

Respondents	N	Mean	Std. Dev.
Male & Female Teachers	17	3.7143	1.0271
Students	353	31.5192	8.5099
Total	370	17.6	4.7685
Fixed Mean		2.5	

The descriptive statistics on table 4.2.3 shows the opinion of teachers and students on the relationship that exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State. Finding revealed the overall mean of 17.6 which is relatively higher than the fixed mean of 2.5. This means that relationship existed between experienced teacher and students "performance in Economics in Government secondary schools in Kaduna state.

Research Question Four: How does the relationship that exists between Economics teachers in urban and rural schools work experience influence students " performance in senior secondary schools in Kaduna State?

The descriptive analysis on Table 4.2.4 revealed the extent to which relationship that exists between Economics teachers in urban and rural schools work experience influence students " performance in senior secondary schools in Kaduna State.

Respondents	N	Mean	Std. Dev.
Urban & Rural Teachers	17	3.2461	1. 1984
Students	353	5.9224	2.6812
Total	370	4.6	1.9398
Fixed Mean		2.5	

The analysis of the respondents " opinion revealed the overall mean of 4.6 which is relatively higher than the fixed mean of 2.5. This shows that the relationship that exists between Economics teachers in urban and rural schools work experience influence students "performance in senior secondary schools in Kaduna State.

4.3 Hypotheses Testing

All the four null hypotheses were tested at 0.05 level of significance using the T-test statistics.

Hypothesis One: There is no significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State.

The summary of the opinions of the respondents on the relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State were analyzed using t-test and presented in table 4.3.1:

Table 4.3.1: Summary of independent sample T-test on the relationship between qualified teachers in Economics and students performance

Group	N	Mean	Std. D	Df	t-value	Sig. (2-tailed)	Remark
Teachers	17	2.6667	.89878	368	.439	.003	Sig.
Students	353	3.8833	3.47607				

Table 4.3.1 shows the mean scores of 2.6667 with the standard deviation of .89878 for the teachers while the student has the mean scores of 3.8833 with the standard deviation of 3.47607. It can be noted from the result that there is a significant relationship between qualified teachers in Economics and students performance. Because, the revealed t-value of .439, with the Significant value of 0.003 was less than the table value (P<0.005). Hence, the null hypothesis of no significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State was rejected. This means that there is significant difference in the relationship between qualified teachers in economics and students performance in senior secondary schools in kaduna state. Therefore, the null hypothesis of no significant relationship between qualified teachers and students performance in senior secondary schools in kaduna state is rejected.

Hypothesis Two: There is no significant relationship between male and female Economics teachers and students performance in senior secondary schools in Kaduna State.

Table 4.3.2 shows the summary of the t-test statistics on the opinions of the respondents on the relationship between female Economics teachers and students performance in senior secondary schools in Kaduna State.

Group	N	Mean	Std. D	Df	t-value	Sig. (2-tailed)	Remark
Teachers	17	.57777	1.0377	368	-.571	.629	Not Sig.
Students	353	2.1429	2.9286				

Table 4.3.2 shows the mean scores of .57777 with the standard deviation of 1.0377 for the teachers while the student has the mean scores of 2.1429 with the standard deviation of 2.9286. This table also revealed the t-value of -.571, with the Significant value of .629 which was greater than the table value (P>0.005). Hence, the null hypothesis of no significant relationship between female Economics teachers and students performance in senior secondary schools in Kaduna State was retained. This means that there is no significant difference in the relationships between male and economics teachers qualifications and students‟ performance in senior secondary sc

Hypothesis Three: There is no significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State.

The summary of the opinions of respondents on the relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State was analyzed using t-test and presented in table 4.3.3:

Group	N	Mean	Std. D	Df	t-value	Sig. (2-tailed)	Remark
Teacher	17	3.7143	1.0271	368	.311	.000	Sig.
Students	353	31.5192	8.5099				

From table 4.3.3, the mean scores of teachers is 3.7143 and standard deviations 1.0271, while students mean is 31.5192 with standard deviation of 8.5099. Finding also show the t-value of .311, while the p-value is 0.000 (P<0.005). This means that significant difference existed in the relationship between experienced teachers in Economics and students ‟performance in senior secondary schools in Kaduna State. Consequently, the null-hypothesis of no significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State was rejected.

Hypothesis Four: There is no significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State.

The opinions of teachers and students on the relationship between Economics teachers in urban schools and students "performance in senior secondary schools in Kaduna State was taken and t-test was used in testing the hypothesis. The Summary of data collected and analyzed in respect of null hypothesis four is presented on table 4.3.4:

Group	N	Mean	Std. D	Df	t-value	Sig. (2-tailed)	Remark
U & R Teachers	17	3.2461	1. 1984	237	.234	.004	Sig.
Students	228	5.9224	2.6812				

Table 4.3.4 revealed the mean scores of 3.2461 with the standard deviation of 1. 1984 for the teachers while the student has the mean scores of 5.9224 with the standard deviation of 2.6812. It can be noted from the result that there is a significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State. Because, the revealed t-value of .234, with the Significant value of 0.004 was less than the table value (P<0.005). Therefore, the null hypothesis which states there is no significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State was rejected. This means that significant difference existed between economics teachers in urban and rural schoo senior secondary schools in kaduna state.

4.4 Summary of Findings

Based on the hypotheses tested, the following are the major findings of the study;

1.) There is a significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State.

2.) There is no relationship between male and female Economics teachers' qualifi
students' performance in senior secondary schools in Kaduna State.

3.) A significant relationship exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State.

4.) There is a relationship between Economics teachers in urban and rural schools work experience and students' performance in senior secondary schools in Kaduna State.

4.5 Discussions of Findings

In respect to the hypotheses tested, the followings are the discussions of the findings:

Table 4.3.1 shows the mean scores of 2.6667 with the standard deviation of .89878 for the teachers while student has the mean scores of 3.8833 with the standard deviation of 3.47607. It can be noted from the result that there is a significant relationship between qualified teachers in Economics and students performance. Because, the revealed t-value of .439, with the Significant value of 0.003 was less than the table value (P<0.005). Hence, the null hypothesis of no significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State was rejected. This was also confirmed in the descriptive statistics on table 4.2.1 shows the opinion of teachers and students on the relationship that exists between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State. The table revealed the overall mean of 3.3 which is relatively higher than the fixed mean of 2.5. This means that relationship exists between qualformance in teach
Senior Secondary Schools in Kaduna State. This finding is similar to the work of Elochukwu (2001) which revealed that effective communication, the type that can guarantee the realisation of good academic performance can be rendered by teachers.

Table 4.3.2 shows the mean scores of .57777 with the standard deviation of 1.0377 for the teachers while the student has the mean scores of 2.1429 with the standard deviation of

2.9286. This table also revealed the t-value of -.571, with the Significant value of .629 which was greater than the table value (P>0.005). Hence, the null hypothesis of no significant relationship between female Economics teachers and students performance in senior secondary schools in Kaduna State was retained. Similarly, table 4.2.2 portrayed the respondents" opinion comprising of teachers that exists between female Economics teache secondary schools in Kaduna State. The finding revealed that there was no significant difference in the r overall mean score of 1.4 which is lower than s beca the fixed mean of 2.5. Outcome of this hypothesis negate the finding of Ramin and Nabi (2010) which predicts students performance on qualifications and experience of teachers, but in agreement with the finding of Hoy (2000).

From table 4.3.3, the mean scores of teachers is 3.7143 and standard deviations 1.0271, while students mean is 31.5192 with standard deviation of 8.5099. Finding also show the t-value of .311, while the p-value is 0.000 (P<0.005). This means that significant difference existed in the relationship between experi performance in senior secondary schools in Kaduna State. Consequently, the null-hypothesis of no significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State was rejected. The descriptive statistics on table 4.2.3 shows the opinion of teachers and students on the relationship that exists between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State. Finding revealed the overall mean of 17.6 which is relatively higher than the fixed mean of 2.5. This means that relationship existed between experienced teacher and students" performan schools in Kaduna state. This finding share similarity with the research conducted by

Odusanya (2002) which teaching experience had a positive and significant effect on student's academic performance.

Table 4.3.4 revealed the mean scores of 3.2461 with the standard deviation of 1. 1984 for the teachers while the student has the mean scores of 5.9224 with the standard deviation of 2.6812. It can be noted from the result that there is a significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State. Because, the revealed t-value of .234, with the Significant value of 0.004 was less than the table value (P<0.005). Therefore, the null hypothesis which states there is no significant relationship between Economics teachers in urban and rural schools work experience and students "performance in senior secondary schools in Kaduna State was rejected. Likewise, the analysis of the respon table 4.2.4 revealed the overall mean of 4.6 which is relatively higher than the fixed mean of 2.5. This shows that the relationship that exists between Economics teachers in urban and rural schools work experience influence students "performance in senior secondary schools in Kaduna State. This research was not in support of Ramin and Nabi (2010) which predicts student"s performance on urban and rural schools work experience of teachers.

4.6 Summary

The chapter discussed the data analysis from teachers and students in schools from the three zones of North, Cental and South of Kaduna State, on the Relationship between teacher qualifications, experience and Economics Students" perfo Secondary schools in Kaduna, Nigeria. Also, all the null-Hypotheses were tested and the results were shown.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study, Relationship between teachers' qualification and experience, methods of teaching Economics and economics students' performance in Government secondary schools in Kaduna State, Nigeria was conducted with four research objectives and four research questions. Also, four research hypotheses were postulated. The study reviewed relevant literatures on teachers' qualification and experience, methods of teaching Economics and economics students'. A total of seventeen (17) teachers and three hundred and fifty-three (353) students responded to the questionnaire and test instrument. Survey and ex-post factor design was adopted for the study. The data gathered were analyzed using T-test and hypotheses were tested at 0.05% level of significance. Findings revealed a significant relationship between qualified teachers in Economics and students performance in senior secondary schools in Kaduna State and that there is no significant relationship between female Economics teachers and students performance in senior secondary schools in Kaduna State. Also, finding indicated a significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State. Similarly, finding of the study showed a significant relationship between Economics teachers in urban and rural schools work experience and students' performance.

5.2 Conclusion

Based on the findings of the study, the following conclusions were made that; qualified teachers determines the academic performance of students in Economics in the Government secondary schools in Kaduna State and that the relationship between female Economics teachers does not influence students' performance in senior secondary schools in Kaduna

State. Also, finding indicated a significant relationship between experienced teachers in Economics and students performance in senior secondary schools in Kaduna State. Similarly, finding of the study showed a significant relationship between Economics teachers in urban and rural schools work experience and students "performance.

5.3 Recommendations

The following recommendations were made based on the findings;

1. Government should employ only competent and academically sound teachers to teach Economics in the government secondary schools in Kaduna State.
2. unqualified teachers should not be allowed to teach economics in government secondary schools in Kaduna State.
3. Since teacher" s teaching experience aided experienced teachers should be allowed to teach the subject.
4. In view of the fact that teachers without experience could make students unlearn what they have accidentally learnt, teachers should be made to attend seminars in order to acquire more experiences.

5.4 Suggestions for further studies

Further studies could be carried out in the following areas;

1. Evaluation of teachers" qualifications on Government secondary schools in Kaduna state.
2. Effect of inexperience teachers on students development of problem solving skills in economics in Government secondary schools in Kaduna state.

5.5 Contributions to knowledge

The study contributed to academic field of study in the following ways;

1. it will be a starting point for other studies in the future

2. the outcome of the study have gone a long way in revealing to the Teachers and educational planners. Some very important but neglected areas of economic at secondary school level that has been overlooked whic performance.
3. helps to understands reasons for the falling standard of education in Nigeria.
4. a document for practicing and seasoning teachers in Nigeria.
5. the knowledge of this study will in no small measure arose the interest of educational evaluators in the secondary schools in enhancing their assessment and grading in the overall performance of students in their academic endeavour.

5.6.1 Limitations of the study

The study is limited because of the followings:

- Financial constraints.
- Time constraints.
- Poor attitude of some teachers and students.
- Poor incentives by the Government.

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Appendix II

QUESTIONNAIRE ON: RELATIONSHIP OF TEACHERS' QUALIFICATIONS AND EXPERIENCE ON GOVERNMENT SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ECONOMICS IN KADUNA STATE

Department of Educational

Foundations and Curriculum,

Faculty of Education,

Ahmadu Bello University,Zaria

Dear Respondent,

REQUEST TO FILL QUESTIONNIARE

I am a Postgraduate student carrying out a research on the *'Relationships between teachersô qualifications and experience on economics studentsô performance in Government secondary schools in Kaduna State, Nigeria "* Your maximum co-operation is hereby solicited in answering ssssssss as precisely as possible the inquiries in this questionnaire. The findings in this study are purely for research purposes and your information and opinions will be kept in strict confidence. Please provide the information requested in Section A, then read the statements in Section B carefully and show your reaction to each statement by tunderking (one of the corresponding letters provided in the right hand column. Please note the following:

SA means Strongly Agree

A means Agree

D means Disagree

SD means strongly disagree

Yours faithfully,

Elizabeth Oluwakemi KAYODE
M.ED/EDUC/22128/12-13

Appendix III

SECTION A: PERSONAL DATA INFORMATION

Instruction: Please tick (√) in the appropriate box

1. Status: (a) Teacher ( ) (b) Students ( )
2. Gender: (a) Male ( ) (b) Female ( )
3. Qualifications: (a) NCE ( ) (b) B.Ed ( ) (c) M.Ed ( ) (d) Others (specify) _____
4. Teaching Experience: (a) 1–10yrs (b) 11–20yrs (c) 21–30yrs (d) 31 and above.

Instruction: Please respond to each item and tick appropriate box

SECTION B	Determine the relationships between qualified teachers on Economics students in Government secondary schools in Kaduna state.	SA	A	D	SD
1.	Teachers are competent and academically sound to influence students' performance in schools in Kaduna state?				
2.	Teachers' level of education affects performance of students in economics?				
3.	The most valid way of encouraging students is through training and retraining of teachers?.				
4.	Teachers should be competent in Economics and other subjects so as to aid students?				
5.	Teachers with poor qualification often hate to let students know when their performance is good.?				
SECTION C	**Find out the relationship that exist between male and female economics teachers qualifications and students' performance in senior secondary school in Kaduna state.**				

6	Students attain higher academic performance when taught by male teachers compared to female teachers in senior secondary schools in Kaduna state?				
7	Female Teachers have more years of work experience than male teachers and determines academic performance of students?				
8	Male teachers makes students unlearn what they have learnt accidentally as compare to female teachers?				
9	Female teachers have better knowledge of subject matters than male teachers?				
10	Academic performance of economics students have decline has a result of more male teacher than female teacher?				
SECTION D	**Determine the relationships between experienced teachers on Economics in Government secondary school in Kaduna state.**				
11.	Students attain higher academic performance when taught by more experienced teachers.?				
12.	Teacher‟s teaching experience determines the quality and performance of students.?				
13.	An inexperience teachers could make students unlearn what they have accidentally learnt somewhere else.?				
14.	Teachers‟ knowledge of the techniques of imparting knowledge are great attribute which have significant effect				
15.	The academic performance of Government secondary school students‟ in economics as a result of unprofessional behaviour by teachers?				
SECTION E	**Ascertain the relationship between economics teachers in urban and rural schools work experiences and students performance in senior secondary school, kaduna**				
16.	Teachers in urban schools are academically competent and influence students‟ performance				
17	Teachers in rural schools have more years of working experience than teachers in urban schools?				
18.	Teachers working experience do not determine the quality and academic performance of students?				

19	Students attain higher academic performance when taught by teachers in rural schools as compare with the students in urban?				
20	Teachers with more years of experience are basically located in the rural schools? Coupled with few years of experience?				

Appendix IV

ECONOMICS TEACHERS' QUUESTIONNIARE (ETQ)

RELATIONSHIPS OF TEACHERS' QUALIFICATIONS AND EXPERIENCE ON GOVERNMENT SECONDARY SCHOOL STUDENTS' PERFORMANCE IN ECONOMICS IN KADUNA STATE

Department of Educational

Foundations and Curriculum,

Faculty of Education,

Ahmadu Bello University,

Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNIARE

I am a Postgraduate student carrying out a research on the *'Relationships between teachersô qualifications and experience on economics studentsô performance in Government secondary schools in Kaduna State, Nigeria "* Your maximum co-operation is hereby solicited in answering as precisely as possible the inquiries in this questionnaire. The findings in this study are purely for research purposes and your information and opinions will be kept in strict confidence. Please provide the information requested in Section A, then read the statements in Section B carefully and show your reaction to each statement under one of the ticking corresponding letters provided in the right hand column. Please note the following:

SA means Strongly Agree

A means Agree

D means Disagree

SD means strongly disagree

Section A; Respondents' Data. Tick appropriately " Bio

1. Gender: (a) Male ( ) (b) Female ( )

2. What is your teaching qualification? (a) NCE ( ) b) B.A ( )

(c) B.Sc ( ) (d) B.Sc(Ed) ( ) (e) M.Sc ( ) (f) M.Ed ( )

3. School Name _____

4. School Location a) Urban ( ) (b) Rural ( )

5. Zone _____

6. What did you study?

(a) Accounting and Book-keeping ( ) (b) Mathematics ( )

(c) Home Economics ( ) (d) Commerce ( ) (e) Economics ( )

7. Years of experience: (a) 1-5years ( ) (b) 6-10years ( ) (c) 11-15years ( )

(d) 16-20years ( ) (e) 21 and above ( )

Section B: Please tick ( ) an appropriate column as indicated below: SA –strongly Agree, A-Agreed, D-Disagree, and SD-Strongly Disagree; VE –Very effective, NE-never effective, PE-partly effective, A-always, S-sometimes and N-never

S/N		
8	Do you have sufficient instructional materials at your disposal to teacher Economics?	Yes ( ) No ( )
9	Is the Economics syllabus comprehensive?	Yes ( ) No ( )
10	Does the current Economics curriculum meets global needs?	Yes ( ) No ( )
11	Do your students have interest in the subject?	Yes ( ) No ( )
12	What areas of Economics does your student find difficult?	_____
14	Do government give special incentives to Economics teachers	Yes ( ) No ( )
15	How frequent are teachers promoted?	A ( ) S ( ) N ( )
	Have you ever organized a workshop, seminar, debates or	

	quiz for your students	Yes ( ) No ( )
16	If yes how frequents?	
17	What is the ratio of Economics students in your school like to the teachers?	Once ( ) Twice ( ) More ( ) 1:30( ) 1:150 ( ) 1:70 ( )
18	Have you taken your students on excursion to any financial institution?	
19	Have you attended any educational conference? If yes, how many times in a year?	Yes ( ) No ( )
20	How many period of times is your Economics lesson per week?	Yes ( ) No ( )
21	Do you use continuous assessment in your teachings?	Once ( ) Twice ( ) More ( ) 1-2 ( ) 3-4 ( ) more than ( )
22	How effective is the continuous assessment to the students overall performance?	
23	Do teachers in your school wait for students to call them for classes when they need them?	Yes ( ) No ( ) VE ( ) NE ( ) PE ( ) None ( )
24	Is there any provisio n f o r s t u d e n t s " c for career development?	Yes ( ) No ( )
25	Does your school have adequate teaching facilities that can enhance better learning?	
26	In many schools parents are encouraged to have a cordial working relationship with teachers to improve students academic performance	Yes ( ) No ( ) Yes ( ) No ( )
27		SA ( ) A ( ) D ( ) SD ( )

APPENDIX V

ECONOMICS PERFORMANCE TEST

INSTRUCTION: This written test is designed in conjunction with Government secondary school syllabus to assess the performance of students in SS1 and SS2.

Answer all the questions by picking one option out of the five available letters A-D from the boxes.

1. Choices in Economics is important because resources are:

(a) Available (b) Constant (c) Unlimited (d) Scarce

2. Economics problems arise because of?

(a) Excessive supply of goods (b) Limited wants (c) Unlimited wants (d) Scarcity of resourses

3. A form of money that has gone out of use is?

(a)Foreign money (b) Bank money (c) Paper money (d) Commodity money

4. Economics is regarded as a/an?

(a)Applied science (b) Art subject (c)Physical science (d)Social science

5. When did Adam Smith wrote the book "inqu
nations?

(a) 1848 (b) 1901 (c) 1748 (d)None of the above

6. What is the range of the following figures: 23,27,29 and 33?

(a)10 (b)23 (c)20 (d)35

7. The major medium for daily transaction in Nigeria is?

(a)Credit card (b) Government bond (c)Money order (d)Notes

8. By definition, opportunity means?

(a) Alternative forgone (b) Cost of production (c) Application of division of labour (d)Excessive suppliy of goods

9. Rev.Thomas R.Malthus is well known for his essay on:

(a)Demand for money (b)Taxation (c)National income (d)Population

10. The exchange of goods for goods is_____system?

(a) Money (b) Better (c)Barter (d)All of the above

Essay

Please answer any four questions of your choice

1. The school population in four(4) secondary schools are as follows :school A=260, school B=290, school C=320, school D=480. Draw a graph to show the above data using

(a)The bar chart method and

(b)the pie chart method

2. (a)What is Economics?.

(b)Explain three reasons why the study of Economics is important

3. Given the following marks in Economics test:80, 30, 90,40,50,20 and 50 find:

(i)Arithemetic mean (ii)Median (iii)Mode (iv)Range

(a)What do you understand by "production" in

(b)List and explain three types of production you know?

(c)What is trade by barter?

(d)What are the qualities of money?

4. List and explain the basic Economic problems of every society.

80marks.

GOODLUCK

Appendix VI

Result of Pilot Test

Case Processing Summary

		N	%
Cases	Valid	16	64.0
	Excluded[a]	9	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

PPMCC Test	Part 1	Value	.87
		N of Items	25[a]
	Part 2	Value	.82
		N of Items	16[b]
	Part 3	Value	.85
		N of Items	27[c]
	Total N of Items		16
Correlation Between Forms			.813
T-test	Equal Length		.820
	Unequal Length		.886

Internal Consistency of PPMCC for relationships of teachers‟ on Government secondary school students‟ performanc

Internal Consistency Reliability Value1	Internal Consistency Reliability Value2	Internal Consistency Reliability Value3