

**IMPACT OF TEACHERS' QUALIFICATION ON STUDENTS'
ACADEMIC PERFORMANCE IN ECONOMICS IN PUBLIC
SENIOR SECONDARY SCHOOLS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

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EDU1903971

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

MARCH, 2024

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT IN PARTIAL FULFILMENT OF
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BENIN CITY, NIGERIA

MARCH, 2024

CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by Precious OSIFO with Matriculation Number: EDU1903971 of the Department of Educational Management, Faculty of Education, University Of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) Honours in Economics and Statistics.

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DEDICATION

This work is dedicated to God Almighty, the finisher of our faith. The work is also dedicated to my wonderful mother, Mrs. Osarumwense Osifo whose unwavering support has brought me this far.

ACKNOWLEDGEMENTS

All thanks goes to my Heavenly Father for making this work a success, I just can't thank you enough Lord I am forever indebted to you Lord for your faithfulness. I am profoundly indebted to my project supervisor, Mrs. B.O Owah whose indispensable insight, corrections and mentorship has contributed greatly and aided the success of this project work.

I wish to express my overwhelming gratitude to my parents Mr. and Mrs. Efosa Osifo for their unfailing support financially, mentally, spiritually and materially. Thank you Mom and dad for always been there for me. May the good Lord bless you both abundantly and grant you good health and long life Amen.

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ABSTRACT

The study investigated the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of one hundred (100) respondents randomly selected from 20 public secondary schools in Oredo Local Government Area of Edo State. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using frequency count and simple percentage.

The findings from the study include that there is significant impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. It was concluded that there is a significant impact of teachers' qualification on students' participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

The study recommended among others that the government should strengthen the recruitment process for teachers by setting higher academic and professional standards by ensuring that Economics teachers are adequately trained in their subject matter and teaching methodologies.

CHAPTER ONE

INTRODUCTION

Background to the Study

The impact of teachers' qualification on the academic performance of students cannot be overemphasized. Teachers' qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education. Teachers' qualification is a particular skill or type of experience or knowledge that a teacher possesses to make him or her suitable to teach (Ojo, 2020). It entails all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development.

Qualified teachers are equipped with a depth of knowledge that transcends textbooks, allowing them to infuse their lessons with real-world applications and engage students in critical thinking. Teachers' qualification seems to constitute a significant factor affecting students' academic performance. The academic foundation of teacher qualification represents more than a mere accumulation of degrees; it signifies a profound

understanding and mastery of the subject matter. Qualified teachers are equipped with a depth of knowledge that transcends textbooks, allowing them to infuse their lessons with real-world applications and engage students in critical thinking. This academic prowess serves as the cornerstone for building an environment where intellectual curiosity is not only encouraged but also nurtured, creating a space where students are inspired to explore the intricacies of the subjects they encounter.

Students' academic performance is the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Asike, 2022). It could also be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. Academic performance refers to how well a student is accomplishing his or her tasks and studies. Students' academic performance refers to excellence in all academic discipline, in a class as well as extracurricular activities. It includes excellence in sporting behaviour, confidence, communication skills, and others (Sanusi, 2020). Academic performance refers to the extent to which students have achieved mastery of

the objectives of the subjects they are exposed to in school. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Teachers' qualification seems to also impact on the academic performance of students in Economics.

Economics as a subject has been generally regarded as a part of educational foundation which every student should possess before leaving school. It is important to both students and society because it cuts across all spheres of human endeavour. It is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses. This means that Economics as a science helps man to understand and manage his scarce resources, in order to meet his numerous needs (Adija, 2021). Economics is basically the study of the allocation of resources among alternative uses to satisfy human wants. It is concerned with the choice we make in using limited resources to satisfy these wants, and it deals with production, exchange, distribution as well as consumption of goods and services and of the conduct of various other economics activities by

individuals, organizations and the state (Eze, 2018). The attitude of students towards Economics as a subject has been much of a debate in contemporary time.

The influence of teachers' qualification on students' academic performance in Economics as a subject cannot be overemphasized. The impact of a teacher's qualification on students' academic performance in Economics within secondary schools is underscored by the depth of subject knowledge that teachers with advanced degrees bring to the classroom. Teachers who have pursued higher education in Economics often possess a nuanced understanding of economic principles, gained through rigorous academic training. This depth allows them to navigate intricate concepts with clarity, breaking down complexities to facilitate a more profound comprehension among students (Imoni, 2021). For instance, a teacher with a master's or doctoral degree in Economics is likely to possess insights into advanced economic theories and real-world applications, enriching the learning experience. This enhanced subject expertise serves as a solid foundation for effective teaching, fostering an environment where students can grasp and apply economic theories with greater confidence.

Furthermore, the impact of teacher qualification extends to pedagogical expertise, which is honed through advanced education and continuous professional development. Teachers with higher qualifications are equipped with a diverse range of teaching methodologies, allowing them to tailor their approach to accommodate various learning styles within the classroom. This adaptability is crucial in ensuring that students receive a well-rounded education in Economics among students (Ibrahim, 2021). For instance, a qualified teacher might incorporate case studies, interactive discussions, and real-world examples to make the subject more engaging and relatable. This multifaceted teaching approach goes beyond rote learning, encouraging critical thinking and analytical skills among students. Consequently, the adoption of diverse teaching methods contributes significantly to improved academic performance by catering to the varied needs and preferences of the student body.

Statement of the Problem

In contemporary secondary schools, the lamentable state of students' academic performance in Economics as a subject has been a source of growing concern to all educational stakeholders. The subject, which plays a

pivotal role in equipping students with a fundamental understanding of economic principles, seems to be plagued by subpar outcomes. One contributing factor to this issue seems to be the insufficient qualifications of some teachers. Preliminary observation has shown that it seems that quite a considerable number of teachers appears to lack the comprehensive knowledge and pedagogical skills needed to effectively convey complex economic concepts to students. Inadequate teacher training programs or the appointment of educators without specialized backgrounds in Economics seems lead to a deficiency in the quality of instruction. As a result, students may struggle to grasp foundational economic theories and their real-world applications, negatively impacting their performance in the subject.

The issue of perceived lack of qualified Economics teachers seems to hinder students' ability to develop critical thinking and analytical skills essential for navigating the complexities of economic systems. As a result of the perceived issue of lack of teachers' qualification, students are bombarded with theoretical concepts without a corresponding focus on how these principles relate to everyday economic situations. This lack of practical relevance leaves students grappling with abstract ideas, hindering their

academic performance in Economics as a subject. As a result, students may memorize concepts for exams but struggle to understand their implications in the broader economic context, leading to subpar performance. The researcher is worried by these phenomenon and so wishes to carry out an investigation on the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Research Questions

The following research questions were raised in order to guide the study:

1. What is the level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State?
2. What is the level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?
3. What is the impact of teachers' qualification on students' participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?

4. What is the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?

Purpose of the Study

The main purpose of the study is to investigate on the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

The specific objectives of the study are to:

1. Find out the level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State;
2. Examine the level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State;
3. Investigate on the impact of teachers' qualification on students' participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State;

4. Ascertain the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Significance of the Study

The study would benefit students, teachers, principals, policy makers, Ministry of Education and prospective researchers. The study would benefit students as it will help shed light on how a teacher's qualifications can influence their performance in Economics. The study would help highlights the importance of having well-qualified teachers who possess the necessary subject knowledge, pedagogical skills, and teaching strategies to effectively impart knowledge and foster a deeper understanding of Economics.

The study would benefit teachers as it will help them recognize the impact of their qualifications on student outcomes. The study would help underscores the significance of continuous professional development and lifelong learning, encouraging teachers to pursue further education and training to enhance their teaching abilities. By improving their qualifications, teachers can become more effective and better equipped to support students' academic growth in Economics.

The study will benefit secondary school principals as it will help them see how the qualification of teachers in their schools can impact on the academic performance of students. This will help them to put in more effort in improving their schools and fostering a supportive environment for both teachers and students.

The study would benefit policy makers and the Ministry of Education as it will provides valuable insights into the importance of teacher qualifications and may guide policy decisions related to teacher recruitment, professional development, and incentives. By acknowledging the impact of teacher qualifications on student performance, policy makers can design strategies to attract and retain highly qualified teachers, leading to improved educational outcomes in Economics.

The study would benefit prospective researchers as it will serve as a source of reference point to them. Prospective researchers can build upon the findings of this study to contribute to the existing body of knowledge. The study will help opens new avenues for research, allowing researchers to delve deeper into the specific aspects of teacher qualifications that have the

greatest impact on students' academic performance in Economics. By expanding the current research, scholars can further advance educational practices, informing future policies and strategies in the field.

Scope and Delimitation of the Study

The study focuses on the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

The study will be delimited to public senior secondary school students in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms were operationally defined in the study:

Economics: Economics is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses.

Students' Academic Performance: Students' academic performance is the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper.

Teachers' Qualification: Teachers' qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt on the review of related literature. The literature reviewed was discussed under the following sub-headings:

- Theoretical Framework
- Concept of Economics
- Concept of Teachers' Qualification
- Concept of Students' Academic Performance
- Impact of Teachers' Qualification on Students' Participation in Classroom Activities in Economics
- Impact of Teachers' Qualification on Students' Academic Performance in Economics
- Summary of Literature Reviewed

Theoretical Framework

The study was based on the Effective Schools Theory by Lezotte (2010). According to this theory, the level of teachers' qualification often impact on the academic performance of students. The theory is based on the assumption that there are seven correlate of teachers' professional qualification that influence students' academic performance. These are; strong instructional leadership, clear and focused mission, safe and orderly

schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task.

According to the theory, strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In order to ensure better students' academic achievement, the school teachers act as instructional leaders and effectively and persistently communicate and model the mission of the school to parents, and students. Having a clear and focused vision and mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. To effectively determine a specific focus, school leadership and stakeholders use a collaborative process to target a few school goals and then build consensus around them. A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students. Classrooms are warm and inviting, and learning activities are purposeful, engaging, and significant. Personalized learning

environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong in the school community, and children are valued and honoured; their heritage and backgrounds are viewed as assets not deficiencies.

According to this theory, teachers exhibit professional qualification and development by showcasing that they believe in their students and their efficacy to teach students to high standards, and will persist in teaching them. Frequent monitoring of teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures. Opportunity to learn and student time on a task simply means that students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject. Once it is clear what students should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills. Students of all abilities, races, gender, and socioeconomic status have equal opportunities to learn.

The theory is relevant to the work as it help explain how teachers' qualification affects students' academic performance. The theory helps us understand that the prime task of the professional teacher is to exercise instructional leadership that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in ensuring better students' academic achievement.

Concept of Economics

Economics as a subject has been generally regarded as a part of educational foundation which every student should possess before leaving school. It is important to both students and society because it cuts across all spheres of human endeavour. It is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses. This means that Economics as a science helps man to understand and manage his scarce resources, in order to meet his numerous needs (Adija, 2021). Economics is basically the study of the allocation of resources among alternative uses to satisfy human wants. It is concerned with the choice we make in using limited resources to satisfy these wants, and it deals with production, exchange, distribution as well as consumption of goods and

services and of the conduct of various other economics activities by individuals, organizations and the state (Eze, 2018).

At the heart of economic theory lies the pivotal concept of scarcity, a recognition that resources are finite while human wants are boundless. This foundational principle underscores the economic dilemma of reconciling limitless desires with constrained resources. In essence, scarcity forces individuals and societies to confront trade-offs and make choices, prompting the study of opportunity cost (Ikwuni, 2020). This examination of the foregone alternatives in decision-making reveals the inherent dilemmas involved in resource allocation, offering crucial insights into the consequences of choices made by various economic agents. Understanding scarcity is essential for economists as it serves as the cornerstone for analyzing the efficiency and welfare implications of resource allocation decisions.

Economics plays a pivotal role in guiding individuals and policymakers on how to optimize the utilization of scarce resources. By examining the interplay between supply and demand, economists aim to

discern the factors influencing market interactions (Kalu, 2022). The insights derived from these analyses serve as a blueprint for devising strategies that enhance societal well-being. Whether through the lens of market forces, government interventions, or individual choices, the discipline provides a roadmap for navigating the complexities of resource allocation. In essence, economics becomes a practical tool for decision-makers, offering a systematic approach to achieving optimal outcomes in a world of competing demands.

Economics unfolds in two distinct but interconnected realms: macroeconomics and microeconomics. Macroeconomics explores the broader dimensions of national economies, scrutinizing aggregate phenomena such as inflation, unemployment, and economic growth. This macro perspective allows economists to grasp the overarching trends and patterns that shape the economic landscape. Conversely, microeconomics delves into the minutiae of individual economic agents, analyzing the behavior of consumers, producers, and markets (Abubakar, 2020). This dual focus enables a comprehensive understanding of economic systems, as

economists navigate the intricate relationships between individual decision-making and the broader macroeconomic environment.

Concept of Teachers' Qualification

Teachers' qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education. Teachers' qualification is a particular skill or type of experience or knowledge that a teacher possesses to make him or her suitable to teach (Ojo, 2020). It entails all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development. Qualified teachers are equipped with a depth of knowledge that transcends textbooks, allowing them to infuse their lessons with real-world applications and engage students in critical thinking. Academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained educational qualifications (Ajayi, 2021). It also relates to the acquisition of relevant knowledge, skills and competence and creativity needed for quality productive engagement in the teaching profession.

A qualified teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills (Ugbine, 2021). Qualified teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs (Alade, 2019). They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom. Teachers' qualification often reflect on students' academic performance.

The professional qualified secondary school teacher is expected to possess certain qualifications both professional and personal. Professional qualifications are both academic and pedagogical. Academic qualifications are the teacher's knowledge of his subject. Pedagogical competency is the

art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex (Akpan, 2020).

Adebisi (2018) in a study investigated the extent of teachers' qualification in public secondary schools in Ondo state, Nigeria. The researcher sought to find out the extent of teachers' qualification in public secondary schools. A descriptive research design of survey type was adopted for the study. The sample consisted of 100 respondents from six randomly selected schools. A questionnaire tagged 'Extent of Teachers' Qualification Questionnaire' was used to collect data. Expert judgments were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analyzed by using t-test. The result revealed that there is a high extent of qualified teachers in public secondary schools in Ondo state, Nigeria.

Okonji (2020) carried out a study on level of availability of qualified teachers in public secondary schools in Rivers State, Nigeria. The purpose of

the study was to ascertain the availability of qualified teachers in public secondary schools. Four research questions and a null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 150 respondents constituted the sample for the study. A 20 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a significant High extent of the availability of qualified teachers in public secondary schools in Rivers State, Nigeria.

Akanbi (2018) carried out a study on extent of availability of qualified teachers in public secondary schools in Benue State, Nigeria. The purpose of the study was to ascertain the extent availability of qualified teachers in public secondary schools. Five research questions and a null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 112 respondents constituted the sample for the study. A 30 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was

used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a significant low extent of the availability of qualified teachers in public secondary schools in Benue State, Nigeria.

Omoko (2019) conducted a study on extent of availability of qualified teachers in public in secondary schools in Yenogoa, Bayelsa state, Nigeria. The study sought to examine the extent of availability of qualified teachers in public in secondary schools. Five research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 110 respondents were used for the study. A structured questionnaire on extent of availability of qualified teachers was used to collect data for the study. Mean and standard deviation were used to answer the five research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is low significant extent of availability of qualified teachers in public in secondary schools in Yenogoa, Bayelsa state, Nigeria. The study recommended that government should make concerted effort

towards ensuring the availability of qualified teachers in public secondary schools.

Abdulaziz (2019) in a study investigated the extent on the level of teachers' qualification in secondary schools in Kaduna state, Nigeria. The descriptive research design of survey type was employed by the researcher for the study. The sample consisted of 90 respondents randomly selected from 12 secondary schools in the state. The structured questionnaire tagged "level of teachers' qualification" was used by the researcher as the main instrument for data collection. Expert judgments were used to ensure face and content validity. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Data collected were analyzed by using t-test. The result revealed that there is a low extent on the level of teachers' qualification in secondary schools in Kaduna state, Nigeria.

Omokri (2019) conducted a study on the level of teachers' professional training and qualification in secondary schools in Umuahia, Abia State, Nigeria. The purpose of the study was to examine the level of level of teachers' professional training and qualification. Six research

questions was raised by the researcher to guide the study. The researcher made use of the descriptive survey research design while a 15 items structured questionnaire was used by the researcher as the major instruments used for data collection. The analysis of data for the study was done using frequency count, mean score and standard deviation. The results of the study among others indicated that there is high level of teachers' professional training and qualification in secondary schools in Umuahia, Abia State, Nigeria.

Uchendu (2020) conducted a research on the level of teachers' professional certification, development and qualification in secondary schools in Enugu state, Nigeria. The study was carried out in order to ascertain the level of teachers' professional certification, development and qualification in secondary schools. Five research questions guided the study while the descriptive survey method was adopted by the researcher as the design for the study. The simple random sampling technique was used to draw out 300 respondents which constituted the sample size for the study. The questionnaire which was titled "level of teachers' professional certification, development and qualification" was used by the researcher as

instrument for data collection. Analysis of data gotten from the study was done using frequency count and percentage. The result of the study among others revealed that there is high level of teachers' professional certification, development and qualification in secondary schools in Enugu state, Nigeria.

Concept of Students' Academic Performance

Students' academic performance is the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Asike, 2022). It could also be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. Academic performance refers to how well a student is accomplishing his or her tasks and studies. Students' academic performance refers to excellence in all academic discipline, in a class as well as extracurricular activities. It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others (Sanusi, 2020). Academic performance refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. It represents performance outcomes that indicate

the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Students' academic performance is an assessment strategy by which the evidence about students learning is gathered through students work on a performed task. It refers to what the student have learnt and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Odibo, 2020). Students' academic performance means student's success in meeting short or long term goals in education in the big picture. It is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. Academic performance connotes apparent demonstration of understanding, concepts, skills, ideas and knowledge by a person. It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year.

According to Akpojivi (2019), students' academic performance means the level of degree of statement; a student may perform poorly or excellently according to his ability, potential and interest. Imoko (2020) considered academic achievement as the situation in which the subject/student does or does not attain the expected achievement according to his or her ability resulting in an altered personality which affect all other aspect of life. In view of Santrock (2018), student academic performance refers to what the student have learnt or what skills the student has learnt and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. The term "academic performance" has been described as the scholastic standing of a student at a given moment. It refers to how a student is able to demonstrate his/her intellectual abilities. This scholastic standing could be explained as the grades obtained in a subject or groups of subjects taken.

Afolabi (2018) defines academic performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge by a person. It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed

time or academic year (Adane, 2019). Students' academic performance is the hallmark and determinant of a student's success and future. It plays an important role in producing the best quality graduates who will become great leaders and manpower for the country; those who would be responsible for the country's economic and social developments. Academic performance defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity.

Adode (2020) conducted a study on the level of students' academic performance in junior secondary schools in Abia state, Nigeria. The researcher sought to examine the level of students' academic performance in junior secondary schools. Four research questions was raised by the researcher in order to guide the study. The descriptive survey research design was employed by the researcher for the study. Simple random sampling technique was used by the researcher to draw out 150 respondents which constituted the sample size for the study. A structured questionnaire on the level of students' academic performance was used to collect data for

the study. Frequency count and simple percentage were used to answer the four research questions. It was found out in the study that there is encouraging and high level of students' academic performance in junior secondary schools in Abia state, Nigeria.

Lawal (2020) conducted a study on the level of students' academic performance in senior secondary schools in Yobe State, Nigeria. The researcher sought to examine the level of students' academic performance in junior secondary schools. Five research questions was raised by the researcher in order to guide the study. The descriptive survey research design was employed by the researcher for the study. Simple random sampling technique was used by the researcher to draw out 210 respondents which constituted the sample size for the study. A structured questionnaire on the level of students' academic performance was used to collect data for the study. Frequency count and simple percentage were used to answer the four research questions. It was found out in the study that there is low level of students' academic performance in senior secondary schools in Yobe State, Nigeria.

Ademola (2020) conducted a study on the level of students' academic performance in senior secondary schools in Ibadan metropolis, Oyo state. Purpose of the study is to ascertain the level of students' academic performance. Six research questions and a null hypotheses guided the study. The study employed a descriptive survey design. A sample of 100 respondents were used for the study. A structured questionnaire tagged "level of students' academic performance" was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the null hypothesis at 0.05 level of significance. The results of the study, among others revealed that there is high level of students' academic performance in senior secondary schools in Ibadan metropolis, Oyo state.

Fintiri (2019) carried out an investigation on the level of students' academic achievement in secondary schools in Yola, Adamawa state, Nigeria. The researcher sought to examine whether there is high or low level of students' academic achievement in secondary schools. Six research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 200 respondents were used for the

study. A structured questionnaire tagged on the level of students' academic achievement in secondary schools was used to collect data for the study. Mean and standard deviation were used to answer the six research questions, while t-test statistic was adopted to test the null hypothesis at 0.05 level of significance. The results of the study, among others revealed that there is high level of students' academic achievement in secondary schools in Yola, Adamawa state, Nigeria.

Qudus (2020) conducted a study on the level of students' academic achievement in senior secondary schools in Makurdi, Benue state, Nigeria. Purpose of the study is to ascertain the level of students' academic achievement in senior secondary schools. Five research questions and a null hypotheses guided the study. The study employed a descriptive survey design. A sample of 180 secondary school respondents were used for the study. A structured questionnaire on level of students' academic performance was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is

high level of students' academic achievement in senior secondary schools in Makurdi, Benue state, Nigeria.

Impact of Teachers' Qualification on Students' Participation in Classroom Activities in Economics

The qualifications of an Economics teacher have a profound impact on student participation within the classroom. A teacher's deep understanding of the subject matter is a cornerstone in influencing how students engage with the material. An educator with advanced qualifications possesses not only a broad knowledge base but also the ability to distill complex economic concepts into digestible components (Aina, 2020). This clarity facilitates a positive learning environment, instilling confidence in students to actively participate in classroom activities. When students perceive their teacher as not only knowledgeable but also adept at conveying information effectively, they are more likely to contribute meaningfully to discussions and enthusiastically partake in various academic exercises (Omokheni, 2021). In essence, the teacher's qualifications set the tone for the classroom, shaping the students' perception of the subject and their eagerness to participate.

A highly qualified Economics teacher understands the importance of tailoring their teaching approach to cater to diverse learning styles present within the classroom. This adaptability is crucial in enhancing student engagement by addressing individual needs and preferences. By employing a variety of teaching methodologies, a qualified teacher ensures that all students, regardless of their preferred learning style, can connect with and comprehend the subject matter (Abadi, 2022). Furthermore, an expert teacher in Economics appreciates the significance of integrating real-world examples and practical applications into their lessons. This not only makes the content more relatable for students but also stimulates their interest, fostering an environment conducive to active participation.

In addition to subject expertise and pedagogical skills, a teacher's qualifications profoundly influence their ability to create an inclusive and supportive learning environment. A highly qualified Economics teacher is more likely to incorporate inclusive teaching strategies that accommodate the diverse backgrounds, abilities, and interests present among the students. This inclusivity creates a sense of belonging, reducing potential barriers to participation (Musa, 2021). Moreover, a teacher's interpersonal and

communication skills play a pivotal role in establishing an open atmosphere within the classroom. When students feel comfortable expressing their thoughts, asking questions, and engaging in discussions without fear of judgment, they are more likely to participate actively. The teacher's qualifications, including their ability to foster a collaborative and respectful classroom culture, are instrumental in shaping the overall participation dynamics.

Ikediba (2019) conducted research on the effect of teachers' qualification on students' participation in classroom activities in Economics in public secondary schools in Imo State, Nigeria. The population of the study included all 288 secondary schools in the state. A sample of 240 senior secondary schools was drawn from this population and chosen using stratified random sampling techniques. The study's data was gathered using two instruments. They were the teachers' professional development questionnaire and the students' academic performance questionnaire. The information gathered was analyzed using frequency counts, percentages, a correlation matrix, and the t-test. The study among others revealed that there is a significant relationship between teachers' qualification and students'

participation in classroom activities in Economics in public secondary schools in Imo State, Nigeria.

Aduba (2020) examined effect of teachers' qualification on students' engagement in Economics lessons in public senior secondary schools in Benue State, Nigeria. The survey research design was used for the study; population of the study was 60,312. The sample for this study comprised of three hundred students from four selected senior secondary schools. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Five research questions guided the study. The data were analyzed using percentages. It was found out in the study that teachers' qualification constitute a significant factor influencing students' engagement in Economics lessons in public senior secondary schools in Benue State, Nigeria.

Udeani (2022) conducted research on the influence of teachers' qualification on students' participation in classroom activities in Economics in public secondary schools in Warri, Delta State, Nigeria. A sample of 120 senior secondary school students were drawn using stratified random

sampling techniques. The study's data was gathered using two instruments. They were the teachers' qualification questionnaire and the students' academic performance questionnaire. The information gathered was analyzed using frequency counts, percentages, a correlation matrix, and the t-test. The study among others revealed that there is a significant relationship between teachers' qualification and students' participation in classroom activities in Economics in public secondary schools in Warri, Delta State, Nigeria.

Abdul-Razak (2020) conducted research on the impact of teachers' qualification on students' engagement in classroom lessons in Economics in public senior secondary schools in Kano State, Nigeria. The purpose of the study was to find out the impact of teachers' qualification on students' engagement in classroom lessons in Economics in public senior secondary schools in Kano State. The sample size for the study was made up of 160 students drawn from 20 public secondary schools across the state. A questionnaire on the impact of teachers' qualification on students' engagement in classroom lessons in Economics was used as the instrument for data collection in the study. Data gotten from the study were analyzed

using mean score and standard deviation. The findings of the study revealed that teachers' qualification constitute a significant factor impacting on students' engagement in classroom lessons in Economics in public senior secondary schools in Kano State.

Akinsanya (2021) examined the impact of teachers' qualification on students' participation in Economics lessons in public senior secondary schools in Ekiti State, Nigeria. The study seeks to find out whether there is any correlation between teachers' qualification and students' participation in Economics lessons. The sample size for the study was made up of 100 students randomly selected. Structured questionnaire was the instrument used for data collection, and the instrument was face validated by three experts. Five research questions guided the study. The data there is a significant relationship between teachers' qualification and students' participation in Economics lessons in public senior secondary schools in Ekiti State, Nigeria.

Impact of Teachers' Qualification on Students' Academic Performance in Economics

The influence of teachers' qualification on students' academic performance in Economics as a subject cannot be understated. The impact of a teacher's qualification on students' academic performance in Economics within secondary schools is underscored by the depth of subject knowledge that teachers with advanced degrees bring to the classroom. Teachers who have pursued higher education in Economics often possess a nuanced understanding of economic principles, gained through rigorous academic training. This depth allows them to navigate intricate concepts with clarity, breaking down complexities to facilitate a more profound comprehension among students (Imoni, 2021). For instance, a teacher with a master's or doctoral degree in Economics is likely to possess insights into advanced economic theories and real-world applications, enriching the learning experience. This enhanced subject expertise serves as a solid foundation for effective teaching, fostering an environment where students can grasp and apply economic theories with greater confidence.

Furthermore, the impact of teacher qualification extends to pedagogical expertise, which is honed through advanced education and continuous professional development. Teachers with higher qualifications

are equipped with a diverse range of teaching methodologies, allowing them to tailor their approach to accommodate various learning styles within the classroom. This adaptability is crucial in ensuring that students receive a well-rounded education in Economics among students (Ibrahim, 2021). For instance, a qualified teacher might incorporate case studies, interactive discussions, and real-world examples to make the subject more engaging and relatable. This multifaceted teaching approach goes beyond rote learning, encouraging critical thinking and analytical skills among students. Consequently, the adoption of diverse teaching methods contributes significantly to improved academic performance by catering to the varied needs and preferences of the student body.

Several has shown that there is an influence of teachers' qualification on students' academic achievement. Isogu (2018) carried out a study on the influence of teachers' qualification on students' academic achievement in Economics in public secondary schools in Adamawa State. The purpose of the study was to ascertain the effect of teachers' qualification on students' academic achievement in Economics. Four research questions and a null hypothesis guided the study. The study employed a descriptive survey

design. 150 students drawn from the six education zones constituted the sample for the study. A 30 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a significant influence of teachers' qualification on students' academic achievement in Economics in the public secondary schools in the area.

Ezen (2020) conducted a study on the relationship between teachers' qualification and students' academic achievement in in Economics public senior secondary schools in Anambra state, Nigeria. The study was conducted to find out how teachers' qualification affects students' academic achievement in Afikpo education zone. 250 students were randomly selected for the study from the 25 secondary school. The data collected were analyzed using frequency table, means, percentages, standard deviation, t-score and Pearson product moment correlation coefficient. Findings from the study revealed that teachers' qualification goes a long way towards influencing the academic achievement of students in Economics in the zone.

Oyediran (2019) conducted a study on the impact of teachers' qualification on the academic achievement of secondary school students in Economics in Ikorodu education zone of Lagos state. The purpose of the study was to ascertain the impact of teachers' qualification on the academic achievement of secondary school students in Economics. The study adopted a descriptive survey design. A sample of 200 students was used for the study. A structured questionnaire titled "Teachers' Qualification and Students' Academic Achievement Questionnaire (TQSAAQ)" was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is a significant influence of teachers' qualification on students' academic achievement in Economics.

Audu (2019) conducted a study teachers' qualification and students' academic performance in Economics in Kogi state, Nigeria. The study seeks to find out the correlation between teachers' qualification and students' academic performance in Economics. Four research questions and two null

hypotheses guided the study. The study employed a descriptive survey design. A sample of 300 respondents were used for the study in six education zones drawn from the fifteen education zones of Kogi state. A structured questionnaire on influence of teachers' qualification on students' academic performance questionnaire (ITPDSAPQ) was used to collect data for the study. Mean and standard deviation were used to answer the five research questions, while t-test statistic was adopted to test the two null hypotheses at 0.05 level of significance. The results of the study, among others revealed that teachers' qualification significantly influence the academic performance of students in Economics.

Komonibo (2019) carried out a study on influence of teachers' qualification on students' academic performance in Economics in secondary schools in Imo State, Nigeria. The purpose of the study was to ascertain the effect of teachers' qualification on students' academic performance in secondary schools in Economics. Three research questions and a null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 100 respondents constituted the sample for the study. A 22 item questionnaire designed by the researchers was the major

instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study among others revealed that there is a significant influence of teachers' qualification on students' academic performance in Economics in secondary schools in Imo State, Nigeria.

Olubiyi (2020) conducted a study on the relationship between teachers' qualification and students' academic performance in Economics in secondary schools in Ikorodu education zone of Lagos state. The purpose of the study was to ascertain relationship between teachers' qualification and students' academic performance in Economics. The study adopted a descriptive survey design. A sample of 140 students was used for the study. A structured questionnaire titled "Relationship between Teachers' Qualification and Students' Academic Performance Questionnaire" was used to collect data for the study. Data collected were analyzed using mean and standard deviation to answer the four research questions while t-test statistics was employed to test the two null hypotheses at 0.05 level of significance. The results of the study among others indicated that there is a

significant effect of teachers' qualification on students' academic performance in Economics.

Usman (2019) conducted a study on impact of teachers' qualification on students' learning and academic performance in Economics in secondary schools in Kaduna state, Nigeria. Purpose of the study is to ascertain the effect of teachers' qualification on students' learning and academic performance in Economics in secondary schools. Six research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 200 students were used for the study in six education zones. A structured questionnaire on effect of teachers' qualification on students' learning and academic performance in Economics was used to collect data for the study. Mean and standard deviation were used to answer the six research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed that teachers' qualification constitute a major factor influencing students' learning and academic performance in Economics in secondary schools Kaduna State, Nigeria.

Ubogu (2020) conducted research on the perceived impact of teachers' qualification on students' academic performance in Economics in secondary schools Osun State, Nigeria. The study was guided by five research questions. A sample of 115 senior secondary school students was used for the study with the aid of the stratified random sampling techniques. The study's data was gathered using two instruments. They were the class size questionnaire and the students' academic performance questionnaire. The information gathered was analyzed using frequency counts, percentages, a correlation matrix, and the t-test. The study among others revealed that there is a significant impact of teachers' qualification on students' academic performance in Economics in secondary schools Osun State, Nigeria.

Summary of Literature Reviewed

The literature reviewed critically examined the concepts of Economics, teachers' qualification and students' academic performance. As seen from the reviewed of literature, is a subject which studies human behaviour as a relationship between ends and scarce means which have alternative uses. Teachers' qualification refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education

while students' academic performance is the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper.

The literature reviewed further examined the impact of teachers' qualification on students' participation in classroom activities in Economics. It could be seen from the reviewed of related literature that teacher's qualifications set the tone for the classroom, shaping the students' perception of the subject and their eagerness to participate. The reviewed of empirical studies revealed that there is a significant relationship between teachers' qualification and students' participation in classroom activities in Economics.

The literature reviewed was concluded with an examination on impact of teachers' qualification on students' academic performance in Economics. The reviewed of empirical studies shows that teachers' qualification goes a long way towards influencing the academic achievement of students in Economics.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design was considered suitable for this study as it helped to collect data to help investigate on the impact of teachers' qualification on students' academic

performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State

Population of Study

The population of this study comprised all the 201 teachers in the 20 public secondary schools in Oredo Local Government Area of Edo State (Source: Ministry of Education, Edo State, 2024).

Sample and Sampling Technique

The sample size for the study was made up of 100 teachers representing 50% of the population. With the aid of the simple random sampling technique, 5 teachers each were drawn from the 20 public secondary schools in the local government, thus making a total sample size of 100 respondents. The simple random sampling was used to draw out the respondents.

Research instrument

The instrument that was used for the data collection is a structured questionnaire titled “Impact of Teachers’ Qualification on Students’ Academic Performance in Economics Questionnaire” (ITQSAPEQ). The

questionnaire was divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains items that elicited information bothering on the impact of teachers' qualification on students' academic performance in Economics.

Validity of the instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher.

Reliability of Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.81 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

Direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents. The researcher with the help of a trained assistant administered and retrieved the questionnaire on same day of administration.

Method of Data Analysis

Descriptive statistics such as mean, frequency count and percentage was employed by the researcher to compute the findings from the research.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

Research Question 1: What is the level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State?

Table 1: Distribution of Responses on the level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Majority of the teachers in the schools are B.sc (Ed.) holders	100	91	91	9	9	High
2.	Most of the teachers are NCE degree holders	100	68	68	32	32	High
3.	Most teacher in the school are M. Ed degree holders	100	71	71	29	29	High
4.	Teachers in the schools often attend seminars and	100	83	83	17	17	High

	workshop						
5.	Teachers in the school possesses deep mastery of the subject they are assigned to teach	100	97	97	3	3	High

The analysis of data in Table 1 revealed that under item 1, 91% of the sampled respondents agreed that majority of the teachers in the schools are B.sc (Ed.) holders while 9% of the sampled respondents held the contrary view. Under item 2, 68% of the sampled respondents agreed that most of the teachers are NCE degree holders while 32% of the sampled respondents disagreed. Under item 3, 71% of the sampled respondents agreed that most teacher in the school are M. Ed degree holders while 29% of the sampled respondents disagreed. Under item 4, 83% of the sampled respondents agreed that teachers in the schools often attend seminars and workshop while 17% of the sampled respondents disagreed. Under item 5, 97% of the sampled respondents agreed that teachers in the school possesses deep mastery of the subject they are assigned to teach while 3% of the sampled respondents help the contrary opinion.

The analysis of data in the above table therefore implies that there is high level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State.

Research Question 2: What is the level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?

Table 2: Distribution of responses on the level of students' academic performance in Economics in public senior secondary schools

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Students often actively participate in Economics lessons	100	87	87	13	13	High
2.	Students possesses in-depth understanding of various Economics concepts	100	92	92	8	8	High
3.	Students are very proficient in their use of graph and Economics workbook sheet	100	77	77	23	23	High
4.	Students often take their Economics assignment very serious	100	89	89	11	11	High
5.	Students often perform well when it comes to Economics examination	100	73	73	27	27	High

The analysis of data in the above table revealed that under item 1, 87% of the sampled respondents agreed that students often actively participate in Economics lessons while 13% of the sampled respondents disagreed. Under item 2, 92% of the sampled respondents agreed that students possess in-depth understanding of various Economics concepts while 8% of the sampled respondents held the contrary view. Under item 3, 77% of the sampled respondents agreed that students are very proficient in their use of graph and Economics workbook sheet while 23% of the sampled respondents held the contrary opinion. Under item 4, 89% of the sampled respondents agreed that students often take their Economics assignment very serious while 11% of the sampled respondents held the contrary view. Under item 5, 73% of the sampled respondents agreed that students often perform well when it comes to Economics examination while 27% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that there is high level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Research Question 3: What is the impact of teachers’ qualification on students’ participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?

Table 3: Distribution of responses on the impact of teachers’ qualification on students’ participation in classroom activities in Economics

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
1.	Teachers’ qualification allows teachers to explain complex Economics concepts more effectively to students, thus boosting their engagement in classroom activities	100	96	96	4	4	Agreed
2.	Qualified Economics teachers often have better strategies to motivate and inspire students to participate in their classroom lesson	100	92	92	8	8	Agreed
3.	Teachers with proper qualification can communicate ideas clearly, reducing confusion and helping students grasp concepts easily	100	84	84	16	16	Agreed

4.	Qualified Economics teachers can assist struggling students by identifying learning challenges, thus improving their participation in Economics lesson	100	88	88	12	12	Agreed
5.	Qualified Economics are better equip to properly manage their classroom and stimulate students to participate more in their lessons	100	94	94	6	6	Agreed

The analysis of in Table 3 revealed that under item 1, 96% of the sampled respondents agreed that teachers’ qualification allows teachers to explain complex Economics concepts more effectively to students, thus boosting their engagement in classroom activities while 4% of the sampled respondents held the contrary opinion. Under item 2, 92% of the sampled respondents agreed on the notion that qualified Economics teachers often have better strategies to motivate and inspire students to participate in their classroom lesson while 8% of the sampled respondents held the contrary view. Under item 3, 84% of the sampled respondents agreed on the notion that teachers with proper qualification can communicate ideas clearly, reducing confusion and helping students grasp concepts easily while 16% of the sampled respondents held the contrary opinion. Under item 4, 88% of the

sampled respondents agreed on the notion that qualified Economics teachers can assist struggling students by identifying learning challenges, thus improving their participation in Economics lesson while 12% of the sampled respondents disagreed. Under item 5, 94% of the sampled respondents agreed on the notion that qualified Economics are better equip to properly manage their classroom and stimulate students to participate more in their lessons while 6% of the sampled respondents disagreed.

The analysis of data in the above table therefore implies that there is a significant impact of teachers’ qualification on students’ participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Research Question 4: What is the impact of teachers’ qualification on students’ academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State?

Table 4: Distribution of responses on the impact of teachers’ qualification on students’ academic performance in Economics

S/N	Items	Total No of respondents	Agree	%	Disagree	%	Remarks
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1.	Qualified Economics teachers often have effective teaching strategies that can cater to diverse learning styles needed to improve students' academic performance	100	93	93	7	7	Agreed
2.	Qualified Economics teachers are often skilled in maintaining a well-organized and disciplined classroom environment needed to improve students' academic performance in Economics	100	91	91	9	9	Agreed
3.	Qualified Economics teachers can adapt their lessons based on students' needs, thus improving their academic performance	100	95	95	5	5	Agreed
4.	Qualified Economics teachers often build stringer connections with students, thus leading to an increase in their academic performance	100	98	98	2	2	Agreed
5.	Qualified Economics teachers are more proficient in students' evaluation	100	94	94	6	6	Agreed

Data analyzed in table 4 revealed that under item 1, 93% of the sampled respondent agreed that qualified Economics teachers often have effective teaching strategies that can cater to diverse learning styles needed to improve students' academic performance while 7% of the sampled respondents disagreed. Under item 2, 91% of the sampled respondents agreed that qualified Economics teachers are often skilled in maintaining a

well-organized and disciplined classroom environment needed to improve students' academic performance in Economics while 9% of the sampled respondents held the contrary view. Under item 3, 95% of the sampled respondents agreed on the notion that qualified Economics teachers can adapt their lessons based on students' needs, thus improving their academic performance while 5% of the sampled respondents held the contrary opinion. Under item 4, 98% of the sampled respondents agreed that qualified Economics teachers often build stringer connections with students, thus leading to an increase in their academic performance while 2% of the sampled respondents held the contrary opinion. Under item 5, 94% of sampled respondents agreed on the notion that qualified Economics teachers are more proficient in students' evaluation while 6% of the sampled respondents held the contrary view.

The analysis of data in the above table therefore implies that there is significant impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Discussion of Findings

Findings from the study revealed that there is high level of teachers' qualification in public senior secondary schools in Oredo Local Government Area of Edo State. This findings is in line with Okonji (2020) who in his study found out that there is a significant high extent of the availability of qualified teachers in public secondary schools. Also supporting the findings, Omokri (2019) asserted that there is high level of qualified teachers in public secondary schools.

Findings from the study also revealed that there is high level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. Collaborating the findings, Ademola (2020) found out that there is high level of students' academic performance in senior secondary schools. Also supporting the findings, Qudus (2020) found out in his study that there is significant high level of students' academic performance in secondary schools.

Findings from the study further revealed that there is a significant impact of teachers' qualification on students' participation in classroom

activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. This findings is in consonance with Omokheni (2021) who asserted that when students perceive their teacher as not only knowledgeable but also adept at conveying information effectively, they are more likely to contribute meaningfully to discussions and enthusiastically partake in various academic exercises. Also supporting the findings, Abadi (2022) opined that by employing a variety of teaching methodologies, a qualified teacher ensures that all students, regardless of their preferred learning style, can connect with and comprehend the subject matter

Finding from the study indicated that there is significant impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. In line with the findings, Imoni (2021) opined that teachers who have pursued higher education in Economics often possess a nuanced understanding of economic principles, gained through rigorous academic training which allows them to navigate intricate concepts with clarity,

breaking down complexities to facilitate a more profound comprehension among students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

This study investigated the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of one hundred (100) respondents randomly selected from 20 public secondary schools in Oredo Local Government Area

of Edo State. With the aid of the simple random sampling technique, 5 teachers each will be drawn from the 20 public secondary schools in the local government, thus making a total sample size of 100 respondents. The instrument that was used for the data collection is a structured questionnaire titled “Impact of Teachers’ Qualification on Students’ Academic Performance in Economics Questionnaire” (ITQSAPEQ)”. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD). The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using frequency count and percentage.

Findings of the research

Findings from the study include:

- That there is high level of teachers’ qualification in public senior secondary schools in Oredo Local Government Area of Edo State.

- That there is high level of students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.
- That there is a significant impact of teachers' qualification on students' participation in classroom activities in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.
- That there is significant impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State.

Conclusion

The study investigated the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is significant impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools in Oredo Local Government Area of Edo State. It was also concluded that there is a significant impact of teachers' qualification on students' participation in classroom activities in Economics

in public senior secondary schools in Oredo Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. The government should ensure that teachers who handle Economics have received adequate training in teaching the subject, which can affect the quality of instruction
2. The government should strengthen the recruitment process for teachers by setting higher academic and professional standards by ensuring that Economics teachers are adequately trained in their subject matter and teaching methodologies.
3. The government should encourage teachers to pursue higher educational qualifications, such as master's degrees or specialized certifications in their respective subjects or teaching methodologies.

4. The ministry of education should encourage teachers to engage in continuous professional development to keep their knowledge and teaching skills up-to-date.

Suggestions for Further Studies

The researcher focused on the impact of teachers' qualification on students' academic performance in Economics in public senior secondary schools only in Oredo Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

Dear Respondent,

I am a final year student of the above named department and institution. I am carrying out a research project on the **Impact of Teachers' Qualification on Students' Academic Performance in Economics in Public Senior Secondary Schools in Oredo Local Government Area of Edo State.**

Honestly, the research is purely for academic purposes, any information received from you would be treated with utmost confidentiality. I would appreciate if you can help by filling this questionnaire accurately with sincerity.

Section A: Demographic Data

Sex: Male () Female ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Level of Teachers' Qualification				
1.	Majority of the teachers in the schools are B.sc (Ed.) holders				
2.	Most of the teachers are NCE degree holders				
3.	Most teacher in the school are M. Ed degree holders				
4.	Teachers in the schools often attend seminars and workshop				
5.	Teachers in the school possesses deep mastery of the subject they are assigned to teach				
	Level of Students' Academic Performance in Economics				
6.	Students often actively participate in Economics lessons				
7.	Students possesses in-depth understanding of various Economics concepts				
8.	Students are very proficient in their use of graph and Economics workbook sheet				
9.	Students often take their Economics assignment very serious				
10.	Students often perform well when it comes to Economics examination				

Impact of Teachers' Qualification on Students' Participation in Classroom Activities in Economics					
11.	Teachers' qualification allows teachers to explain complex Economics concepts more effectively to students, thus boosting their engagement in classroom activities				
12.	Qualified Economics teachers often have better strategies to motivate and inspire students to participate in their classroom lesson				
13.	Teachers with proper qualification can communicate ideas clearly, reducing confusion and helping students grasp concepts easily				
14.	Qualified Economics teachers can assist struggling students by identifying learning challenges, thus improving their participation in Economics lesson				
15.	Qualified Economics are better equip to properly manage their classroom and stimulate students to participate more in their lessons				
Impact of Teachers' Qualification on Students' Academic Performance in Economics					
16.	Qualified Economics teachers often have effective teaching strategies that can cater to diverse learning styles needed to improve students' academic performance				
17.	Qualified Economics teachers are often skilled in maintaining a well-organized and disciplined classroom environment needed to improve students' academic performance in Economics				
18.	Qualified Economics teachers can adapt their lessons based on students' needs, thus improving their academic performance				
19.	Qualified Economics teachers often build stringer connections with students, thus leading to an increase in their academic performance				
20.	Qualified Economics teachers are more proficient in students' evaluation				

