Teacher Factors and Academic Achievement of Students in Economics in Public Secondary Schools in Southwest, Nigeria

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Abstract
*This study was carried out on teacher factors and academic achievement of students in economics in public secondary schools in Southwest, Nigeria. Two research questions and two hypotheses guided the study. Study population consisted of Economics teachers (**6,855**) and SSS2 students (**289,132**) in public secondary schools in Southwest, Nigeria. 840 teachers and 3500 students used as sample selected through multi-stage sampling technique. Descriptive survey design was employed. A questionnaire tagged –Teachers Factor Questionnaire, TFQ (α = .808) and an "Economics Achievement Test, EAT (KR_{20} = .765) were used to collect data. Data were analysed using descriptive and inferential statistics. Results revealed poor level of students' academic achievement in economics ($\overline{x}$ = 1.202), low level of teacher factors such as attitude ($\overline{x}$= 1.900 but high level of teaching styles ($\overline{x}$= 3.169). Hypotheses revealed significant joint contribution of teacher factors on students' academic achievement in Economics ($F_{6, 833}$ = 9.961, P<0.05). It also revealed that teachers' attitude, is relatively significant at P<0.05 while teachers' educational qualification is not relatively significant on students' academic achievement in Economics at P>0.05. It was concluded that teacher factors negatively influence students' academic achievement in Economics in Public Secondary Schools in Southwest, Nigeria. It was recommended amongst others that teachers should be trained continuously to improve their attitude, teaching styles and qualification.*

Keywords: Teacher Factors, Students' Academic Achievement, Economics

INTRODUCTION

Academic achievement of secondary school students is very important for the realization of the goals and objectives of education. Given the current state of underdevelopment, unemployment, economic deterioration and consumption based economy of Nigeria today. There is therefore need for academic achievement of students especially in subjects like Economics to be improved. Economics is a social science subject that is studied at the Senior Secondary School (SSS) level. It is concerned with the production, distribution, and consumption of goods and services. It studies how, business, government, and nations like Nigeria make choices about how to alocate resources (Aliyu, Dang & Makson, 2021).

Academic achievement of senior secondary school students in Economics therefore becomes imperative. Academic achievement of students in economics represents the

understanding of public secondary school student about different concepts and skills developed in Economics (McCoy, Twyman, Ketterlin-Geller, & Tindal, 2019). Ile and Nwokoye (2020) view academic achievement of students as their grades or scores in Economics which determines their academic status and is as a result of their mental ability, prowess and capacity in Economics subject in public secondary school setting. It has however been observed that students' academic achievement in Economics subject in Southwest, Nigeria has not been encouraging as the available statistics from the 2014 to 2021 WAEC examination results shows low percentage of students' performance in economics in Southwest, Nigeria. In economics, 75 percent of the students scored grades between F9 to D7 within the period under review (West Africa Examinations Council Reports, 2021).

The reasons for this poor academic achievement of students in Economics could be due to teacher factors. Most public secondary schools seem to have teachers who are neither qualified nor experienced enough to handle the subject they teach. Some of them seem not to have completely mastered the subject and their attitude towards the subject seem to be negative and worrisome. Also, their teaching style seem to be more of the traditional teacher centred pattern instead of the student centred approach that enables students to be able to construct knowledge. Therefore, there is the need to examine the extent to which teacher factors may be influencing students' academic achievement in Economics even as a thorough search of literature shows scarcity of studies on the joint contribution of teacher factors on students' academic achievement.

Teacher factors are those attributes, characteristics and behaviours exhibited by public senior secondary school Economics teachers in the classroom and during teaching and learning process (Bamigbade, Amoo, Oluwadare & Adedokun, 2021). Teacher factors could be 'personal' such as age, gender, mental ability or 'experiential' such as qualification, teaching experience, attitude, subject mastery, teaching styles, questioning behaviour, teaching strategies et cetera (Nguyen, 2016). This paper however focused on teacher factors such as - teachers' attitude, educational qualification and teaching styles.

Teachers' attitude is a mindset that affects how an Economics teacher feels (affection), thinks (cognition) and acts (behavioural) in relation to teaching Economics. It could be positive, negative or neutral and can affect how well an Economics teacher plans and prepares for his/her lessons (Araromi & Abdulmalik, 2020). Studies have indicated that there is a significant positive relationship between teachers' attitude and students' achievement in Basic science and technology, English language, Chemistry and Economics in Ibadan Metropolis, Ekiti and Bauchi States (Enu & Awolere, 2022; Aliyu et al., 2021; Adeyemi, 2021; Kenni, 2020). However, studies are limited on the influence of teachers' attitude on students' academic achievement in Economics in public senior secondary schools, Southwest Nigeria.

Teachers' educational qualification is defined as that special skill, knowledge, beliefs and values that makes an Economics teacher suitable to teach Economics in public senior secondary schools in Southwest, Nigeria (Lawal, 2021). Teachers' educational qualification could therefore influence students' academic achievement in Economics positively or negatively. Studies have shown significant relationship between teachers' qualification and students' academic performance in Biology and Economics in Oyo, Bauchi, and Ekiti States (Bamigbade et al., 2021; Daniel & Adamu, 2020; Salami, 2020). However, Nduudee and Ndioho (2020) revealed no significant relationship between Chemistry teachers' qualification and students' academic achievement in Etche local government area.

Teaching style is a combination of manners, tactics and behaviours inherent in the personality of an Economics teacher that immensely influence the teaching learning process in Public secondary schools in Southwest Nigeria (Khan & Inamullah, 2018). Teaching styles could therefore influence students' academic achievement in Economics positively or negatively. Studies showed a significant positive correlation between teachers' style of teaching and academic achievement of students in chemistry and Biology in Ekiti and Taraba states (Kenni, 2020; Audu, 2018). Ruteraho and Barigye (2020) reported that teaching styles influences the level of mastery of concepts and skills in students in Mbarara Municipality. However, studies are limited on the influence of teachers' teaching styles on students' academic achievement in Economics in public senior secondary schools, Southwest Nigeria.

Students' academic achievement is needed for effective and productive manpower in the industrial and economic sectors of the country. However, when these students do not achieve well academically in Economics, they would not be able to contribute their quota effectively towards the economic development of the society. There is therefore the need to thoroughly examine the teacher factors that might be responsible for poor academic achievement of students in the subject in Southwest, Nigeria.

Statement of the Problem

It has been observed that students' academic achievement in Economics subject has not been encouraging because the available statistics from West Africa Examinations Council (WAEC) examination results from 2014 to 2021 shows a low percentage performance of students in economics in Southwest, Nigeria. In economics, about 75 percent of the students scored grades between F9 to D7 within the period under review (West Africa Examinations Council Reports, 2021). The reasons for this poor academic achievement of students in Economics could be due to teacher factors. It has been observed that some public secondary schools in southwest, Nigeria seem not to be good nor experienced enough to teach Economics. Some of them seem not to have thoroughly gained mastery in the subject and they teach just for the money not necessarily because they like the profession. Some of them still use the old teacher centred method that does not allow students to participate in active learning during the classroom. There is therefore the need to examine the extent to which teacher factors may be influencing students' academic achievement in Economics even as a thorough search of literature shows a dearth of studies on the joint contribution of teacher factors on students' academic achievement.

Aim and Objectives of the Study

This study investigated teacher factors and academic achievement of students in Economics in public secondary schools in southwest, Nigeria. The objectives were to:
   i. identify the level of students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria;
   ii. determine the teacher factors (attitude, educational qualification, and teaching styles) for the teaching of Economics in public senior secondary schools in Southwest, Nigeria;
   iii. examine the joint contribution of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria; and

iv. examine the relative influence of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria.

Research Questions

This study attempted to answer the following questions:

1) What is the level of students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria?
2) What are the teacher factors (attitude, educational qualification, and teaching styles) for the teaching of Economics in public senior secondary schools in Southwest, Nigeria?

Hypotheses

H_01:   There will be no significant joint contribution of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria; and

H_02:   There will be no significant relative influence of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria.

Significance of the Study

This study is very significant in the sense that it would provide useful knowledge on the teacher factors that may be influencing students' academic achievement in Economics in public secondary schools in Southwest, Nigeria. It would therefore be of great benefit to the Economics teachers, principals, parents, educational stakeholders, policy makers and researchers. The teachers can use the information provided from this study in ensuring that they are properly educated, go for various in-service trainings, further their education, and develop positive attitudes and styles towards teaching of Economics subject. The principals could use the knowledge in ensuring that only teachers who are qualified, experienced and have the right attitude towards teaching are employed by the ministry of education.

Educational stakeholders should also use the knowledge in ensuring that qualified and experienced teachers who have positive attitude towards teaching Economics are recruited. Policy makers should use the knowledge gained from this study in enforcing policies that ensure that only qualified and experienced teachers are employed to teach in public secondary schools. Researchers could use the information provided by this study as a reference point in embarking on further studies in a similar line of endeavour. The information provided by this study would also add to current literatures on the subject upon publication.

Scope of the Study

The scope of this study focused on teacher factors and academic achievement of students in Economics in public secondary schools in southwest, Nigeria. The variable scope entailed one independent and one dependent variable. The independent variable which is teacher factors was studied using the following five (5) indices which are - attitude, educational qualification, and teaching styles. The dependent variable which is students' academic achievement in Economics was treated as a single variable. The population and geographical scope consisted of Economics

teachers and students in public senior secondary schools in Southwest, Nigeria. Instruments for the study was limited to a questionnaire and an achievement test while data analysis was done using descriptive and inferential statistical methods.

THEORETICAL FRAMEWORK

Education Production Function theory (EPF)

The Education Production Function theory (EPF) is also called input-output theory. The theory is derived from the general production function that is used to explain the relationship between inputs and outputs of any organisation or firm. The production theory advances that an organisation such as the public secondary school is seen as one that uses various characteristics, features and type of inputs such as human resources (teachers) to produce educational outputs (academic achievement of students in Economics) through a process of teaching. According to the theory, the following linear equation model was created:

$$Y = \beta0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$$

Where, Y = Students' academic achievement in Economics; X_1 = Teachers' Attitude; X_2 = Teachers' Educational Qualifications; X_3 = Teachers' Teaching Styles; $\beta0$= Intercept explaining the level of achievement when no benchmarking technique is applied $\beta1,….\beta3$ = Co-efficient representing the contribution of the various types of teacher factors; ε =Error term. The theory simply depicts the role of characteristics and attributes of teachers' inputs such as teachers' attitude and qualification in determining outputs in terms of students' learning outcomes and achievement in Economics.

Conceptual Framework

The conceptual model for the study shows the relationship between the independent variable (teacher factors) and the dependent variable (students' academic achievement in Economics) as illustrated in figure 1:
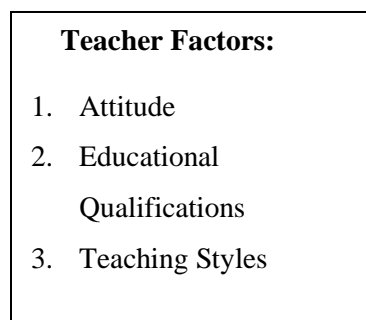
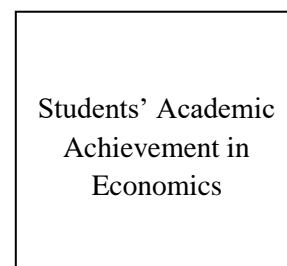**Independent Variable**   **Dependent Variable**

Figure 1: Conceptual Model for the Study

METHODOLOGY

A descriptive survey research design was used to carry out this study. This involves the use of questionnaires to obtain quantitative data from the respondents. The target population consisted

of all the public senior secondary school two students (289,132) and Economics teachers (6,855) in Southwest, Nigeria. A multi-stage sampling technique consisting of purposive sampling technique, simple random, proportionate to size and Yamane (Slovin) sampling techniques was used to arrive at the sample size of 3,500 public senior secondary school two students and 854 Economics teachers for the study.

Primary data was obtained through the use of a questionnaire titled – "Class Size and Teacher Factors Questionnaire (CSTFQ)" and an "Economics Achievement Test (EAT). The questionnaire consisted of three sections. Section one consisted of the demographic data of Economics teachers such as gender, age, educational qualifications and years of teaching experience. Section two consisted of seven (7) structured items framed to determine the class size for the teaching of Economics. Section three consisted of thirty (30) structured items framed to determine teacher factors. Economics Achievement Test (EAT) consisted of two sections. Section one consisted of the demographic data of the public senior secondary school two students such as gender, age and name of school. Section two consisted of twenty five (25) multiple choice questions on Economics based on senior secondary school two first to third term scheme of work.

The questionnaire and achievement test were validated using content and face validity type and subjected to reliability test using Cronbach's alpha and Kuder Richardson – twenty (KR-20) respectively. Values of .808 and .765 were obtained respectively. These values meant that the questionnaire and achievement test are stable (that is, internally consistent). The instruments were produced and administered to the sampled population personally and through the aid of research assistants. The data collected were analysed using descriptive statistics to present the demographic data in tables of frequency counts and percentages and also answer the research questions using mean and standard deviation. Inferential statistics such as multiple regression was used to test the hypotheses at 0.05 level of significance.

RESULTS

Demographic Data Analysis

Table 1: Frequency Distribution of Economics Teachers' Demographic Variables (n = 840)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	339	40.4
	Female	501	59.6
Age	20-30 years	104	12.4
	31-40	226	26.9
	41-50	508	60.5
	51-60	2	.2
Highest educational qualifications	NCE	262	31.2
	Bachelor's degree	432	51.4
	PGDE	58	6.9
	Master's degree	79	9.4
	MPhil/Doctorate degree	9	1.1
Years of teaching experience	5-10 years	99	11.8
	11-15 years	94	11.2
	16-20 years	39	4.6

	Above 20 years	608	72.4

Source: Fieldwork, 2022

Table 1 shows that 339 (40.4%) are male Economics teachers while 501 (59.6%) are females. It also shows that most of them, 508 (60.5%) are within 41-50 years of age. Majority of them, 432 (51.4%) have Bachelor's degree. A major fraction of them, 608 (72.4%) have above 20 years of teaching experience.

Table 2: Frequency Distribution of Public SSS2 Students' Demographic Variables

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1,808	51.7
	Female	1,692	48.3
	Total	**3,500**	**100**
Age	Below 15 years	913	26.1
	15-20	2,005	57.3
	Above 20 years	582	16.6
	Total	**3,500**	**100**

Source: Fieldwork, 2022

Table 2 reveals more male to female public SSS2 students. It also shows that 913 (26.1%) are below 15 years of age, 2005 (57.3%) are within 15-20 years of age and the remaining 582(16.6%) are above 20 years of age which implies more adolescents.

Research Question One: What is the employability level (competence and attitude) of educational management undergraduates in Southwest, Nigeria?

Table 3: Students' Academic Achievement in Economics (n = 3500)

S/N	Questions from the Economics Achievement Test	Freq. that passed it	Freq. that failed it	Mean ($\bar{x}$)	SD	Rem
1	Scale of preference shows_____	695 (19.9%)	2805 (80.1%)	1.199	.399	Fail
2	A major characteristic of natural resources is that they	702 (20.1%)	2798 (79.9%)	1.201	.400	Fail
3	A major disadvantage of a capitalist economy is that it	671 (19.2%)	2829 (80.8%)	1.192	.394	Fail
4	The mining sector of an economy contributes 60% to the Gross Domestic Product(GDP). If the GDP is $540,what is the contribution of the mining sector	601 (17.2%)	2899 (82.8%)	1.172	.377	Fail
5	The increase in the demand for a commodity may lead to a decrease in the demand for another if both are	711 (20.3%)	2789 (79.7%)	1.203	.402	Fail
6	Which of the following factors is not a cause of change in demand? Changes in	658 (18.8%)	2842 (81.2%)	1.188	.391	Fail
7	If the quantity demanded of a commodity increases from 20 units to 30 units when there is an increase in price from $4.00 to $5.00, the elasticity of demand is	597 (17.1%)	2903 (82.9%)	1.171	.376	Fail

8	In perfectly elastic supply, the supply curve	647 (18.5%)	2853 (81.5%)	1.185	.388	Fail
9	An increase in the price of commodity X led to a fall in the supply of commodity Y. Commodities X and Y are	717 (20.5%)	2783 (79.5%)	1.205	.404	Fail
10	The production of rice and yam on the same farmland is an example of	801 (22.9%)	2699 (77.1%)	1.229	.420	Fail
11	A consumer of a single commodity is in equilibrium when	705 (20.1%)	2795 (79.9%)	1.201	.401	Fail
12	A minimum price legislation is also called	671 (19.2%)	2829 (80.8%)	1.192	.394	Fail
13	In manufacturing, division of labour may be hindered by	675 (19.3%)	2825 (80.7%)	1.193	.395	Fail
14	The production cost that varies inversely with output is the	694 (19.8%)	2806 (80.2%)	1.198	.399	Fail
15	A firm that closes down will still incur	713 (20.4%)	2787 (79.6%)	1.204	.403	Fail
16	Cooperative societies are formed mainly to	718 (20.5%)	2782 (79.5%)	1.205	.404	Fail
17	A disadvantage of a joint-stock company is	710 (20.3%)	2790 (79.7%)	1.203	.402	Fail
18	The middleman is responsible for	728 (20.8%)	2772 (79.2%)	1.208	.406	Fail
19	A major function of the retailer is to	824 (23.5%)	2676 (76.5%)	1.235	.424	Fail
20	Which of the following factors may not affect the efficiency of labour	704 (20.1%)	2796 (79.9%)	1.201	.401	Fail
21	The type of unemployment found among workers who leave their jobs in search of other jobs is termed	828 (23.7%)	2672 (76.3%)	1.237	.425	Fail
22	An example of commodity money is	725 (20.7%)	2775 (79.3%)	1.207	.405	Fail
23	If inflation is anticipated, people may	686 (19.6%)	2814 (80.4%)	1.196	.397	Fail
24	If the Central Bank increases its bank rate	752 (21.5%)	2748 (78.5%)	1.215	.411	Fail
25	The use of the bank rate, cash ratio and open market operations constitute	763 (21.8%)	2737 (78.2%)	1.218	.413	Fail

Criterion Mean = 1.500; Weighted Mean = 1.202; SD = .401; Overall Decision = Fail

KEY: Freq. = Pass (P) = 2; Fail (1); Freq. = Frequency; SD = Standard Deviation; Rem = Remark; Threshold mean value of 0.000-1.499 = Fail; 1.500-2.000 = Pass. Source: Field Work, 2022

Table 3 shows the level of public senior secondary school students' academic achievement in Economics in Southwest, Nigeria. The responses to the questions from the students were either rated as 'Pass' or 'Fail'. 'Fail' was rated as scores within 0-12 while 'Pass' was rated as scores within 13-25. Pass was coded as 2 while fail was coded as 1. The mean range for fail was within

0.000-1.499 while that for 'pass' was within 1.500-2.000. The weighted mean (SD) of **1.202 (.401)** confirms that the students generally failed the Economics Achievement Test (EAT).

Research Question Two: What are the teacher factors (attitude, educational qualification, and teaching styles) for the teaching of Economics in public senior secondary schools in Southwest, Nigeria?

Table 4: Teachers' Attitude towards the Teaching of Economics (n = 840)

S/N	Items	SA	A	D	SD	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I have vast knowledge of teaching methods	120 (14.3%)	115 (13.7%)	500 (59.5%)	105 (12.5%)	2.298	.864	Disagree (Bad)
2	I value my teaching profession	115 (13.7%)	120 (14.3%)	107 (12.7%)	498 (59.3%)	1.824	1.120	Disagree (Bad)
3	I display positive emotions in the class	199 (23.7%)	63 (7.5%)	178 (21.2%)	400 (47.6%)	2.073	1.223	Disagree (Bad)
4	I have a good feeling about my teaching job	114 (13.6%)	121 (14.4%)	105 (12.5%)	500 (59.5%)	1.820	1.119	Disagree (Bad)
5	I allow classroom interactions with the students	199 (23.7%)	60 (7.1%)	79 (9.4%)	502 (59.8%)	1.948	1.271	Disagree (Bad)
6	Teaching Economics course energizes me	97 (11.5%)	87 (10.4%)	80 (9.5%)	576 (68.6%)	1.649	1.063	Disagree (Bad)
7	Teaching Economics makes me happy	106 (12.6%)	79 (9.4%)	85 (10.1%)	570 (67.9%)	1.668	1.081	Disagree (Bad)
8	Teaching Economics course is useful to me	175 (20.8%)	80 (9.5%)	84 (10.0%)	501 (59.6%)	1.916	1.233	Disagree (Bad)

Criterion Mean = 2.500; Weighted Mean = 1.900; SD = 1.123; Overall Decision = Disagree (Bad)

Source: Fieldwork, 2022

Key: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1), Std. Dev. = Standard Deviation;

Mean Threshold: If the mean is 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good) and 3.500 to 4.000 = Strongly Agree (Very Good)

Table 4 presents the teachers' attitude towards the teaching of Economics in public senior secondary schools in Southwest, Nigeria. The rating scale of strongly disagree (1) to strongly agree (4) was used. The weighted mean (SD) of **1.900 (1.123)** confirms that the attitude of Economics

teachers towards the teaching of Economics in public senior secondary schools in Southwest, Nigeria is generally bad or negative.

Table 7: Teachers' Educational Qualification for the Teaching of Economics

S/N	Items	SA	A	D	SD	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I have the academic degree/certificate in Economics	500 (59.5%)	121 (14.4%)	105 (12.5%)	114 (13.6%)	3.199	.703	Agree (Good)
2	I use instructional materials/resources appropriately to facilitate learning in Economics	120 (14.3%)	117 (13.9%)	498 (59.3%)	105 (12.5%)	2.300	.864	Disagree (Bad)
3	I am a genius in the area of teaching Economics	114 (13.6%)	121 (14.4%)	105 (12.5%)	500 (59.5%)	1.820	1.119	Disagree (Bad)
4	I am able to provide students with new trends and updates on Economics subject	115 (13.7%)	122 (14.5%)	112 (13.3%)	491 (58.5%)	1.835	1.119	Disagree (Bad)
5	I attend to questions correctly when asked in Economics class	492 (58.6%)	112 (13.3%)	121 (14.4%)	115 (13.7%)	3.168	.739	Agree (Good)
6	I am well-equipped to provide additional information in Economics to students when required	105 (12.5%)	120 (14.3%)	115 (13.7%)	500 (59.5%)	1.798	1.095	Disagree (Bad)

Criterion Mean = 2.500; Weighted Mean = 2.353; SD = .940 Overall Decision = Disagree (Bad)

Source: Fieldwork, 2022

Table 7 presents the teachers' educational qualification for the teaching of Economics in public senior secondary schools in Southwest, Nigeria. The rating scale of strongly disagree (1) to strongly agree (4) was used. The weighted mean (SD) of **2.353 (.940)** confirms that the teachers' educational qualification for the teaching of Economics in public senior secondary schools in Southwest, Nigeria is generally poor which is bad.

Table 8: Teachers' Teaching Styles for the Teaching of Economics

S/N	Items	SA	A	D	SD	Mean ($\bar{x}$)	Std. Dev.	Decision
1	I encourage students to invent and use their own methods	480 (57.1%)	125 (14.9%)	121 (14.4%)	114 (13.6%)	3.156	1.112	Agree (Good)

2	I encourage the students to learn through discussing their own ideas in class	470 (56.0%)	125 (14.9%)	131 (15.6%)	114 (13.6%)	3.132	1.115	Agree (Good)
3	I ask students to compare different methods for solving questions	495 (58.9%)	110 (13.1%)	115 (13.7%)	120 (14.3%)	3.167	1.128	Agree (Good)
4	I expect students to follow the textbook closely	500 (59.5%)	115 (13.7%)	120 (14.3%)	105 (12.5%)	3.202	1.095	Agree (Good)
5	I ask students to work in pairs or small groups	500 (59.5%)	113 (13.5%)	122 (14.5%)	105 (12.5%)	3.200	1.096	Agree (Good)
6	I prevent students from making mistakes by explaining things carefully	496 (59.0%)	79 (9.4%)	167 (19.9%)	98 (11.7%)	3.158	1.110	Agree (Good)

Criterion Mean = 2.500; Weighted Mean = 3.169; SD = 1.109; Overall Decision = Agree (Good)

Source: Fieldwork, 2022

Table 8 presents the teachers' teaching styles for the teaching of Economics in public senior secondary schools in Southwest, Nigeria. The rating scale of strongly disagree (1) to strongly agree (4) was used. The weighted mean (SD) of **3.169 (1.109)** confirms that the teachers' teaching styles for the teaching of Economics in public senior secondary schools in Southwest, Nigeria is generally good. In answer to research question two, teacher factors such as teachers' attitude, mastery of subject matter, experience and educational qualifications for the teaching of Economics is poor while teachers' teaching styles for the teaching of Economics is good in public senior secondary schools in Southwest, Nigeria.

Test of Hypotheses

H₀1: There will be no significant joint contribution of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria

Table 9: Multiple Regression Analysis and Model Summary

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	1559.322	6	259.887	9.961	.000	High Significance
	Residual	21732.373	833	26.089			
	Total	23291.695	839				

Model summary
 R = .259
 R Square = .067
 Adjusted R Square = .060
 Standard Error of the Estimate = 5.10777

Dependent Variable: Students' academic achievement in Economics
Predictors: (Constant), teachers teaching style, teachers attitude, teachers educational qualification.
Source: Fieldwork, 2022
F-value is significant at 0.05*

Table 9 shows a high significant joint contribution of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria ($F_{6, 833} = 9.961$, $P<0.05$). This suggests that the model 1 is a good fit of the data. The model summary (R = .259; R^2 = .067; Adjusted R^2 = .060; standard error of the estimate = 5.10777) shows that a variability of 6.0% (adjusted R^2 = .060) in students' academic achievement in Economics can be explained by teacher factors (predictors) which are to keep in the model. The remaining 96.0% of the variation is caused by factors other than the predictors included in this model.

H_02:   There will be no significant relative influence of teachers' attitude, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria

Table 10: Coefficients of Multiple Regression Analysis

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significant value
	B	Standard Error	Beta		
1 (Constant)	26.399	1.278		20.656	.000
Teachers attitude	.212	.043	.179	4.960	.000*
Teachers mastery of subject matter	.206	.085	.157	2.423	.016*
Teachers experience	-.092	.127	-.066	-.723	.470
Teachers educational qualification	.089	.072	.102	1.235	.217
Teachers teaching style	.174	.032	.216	5.383	.000*

Dependent Variable: Students' academic achievement in Economics
Source: Fieldwork, 2022; *Beta Coefficients significant at P<0.05

Table 10 shows that the beta coefficient (β) and t- values for teachers' attitude (Beta = .179; t = 4.960; Significance = .000), teachers' teaching styles (Beta = .216; t = 5.383; Significance = .000) are relatively significant at P<0.05. However, teachers' educational qualifications (Beta = .102; t = 1.235; Significance = .217) is not relatively significant on students' academic achievement in Economics at P>0.05. This result indicates that with teachers' attitude and teachers' teaching styles in the model, and educational qualification no more add any substantial contribution to explaining students' academic achievement in Economics.

4.3   Discussion of Findings

This study was carried out on teacher factors and academic achievement of students in economics in public secondary schools in Southwest, Nigeria. The frequency distribution of Economics teachers' demographic variables reveal more female to male Economics teachers. Most of the teachers are within 41-50 years of age, have Bachelor's degree and above 20 years of teaching experience. This result completely agrees with the work of Salahudeen, Abigail and Abraham (2018) who in their study revealed that most Economics teachers are females within ages of 40-55 years, have Bachelor's degree and above 13 years of teaching experience. The result also corroborates that of Awolola and Alabi (2022) who noted that most teachers including Economics teachers are females, have first degree (Bachelors) and above 10 years of educational experience.

Demographic analysis of public SSS2 students' gender revealed more male to female students. The age of the students reveals that most of the students, 2005 (57.3%) are within 15-20 years of age. This finding partially agrees with the work Agbesanwa, Adegbilero-Iwari, Oniyide, Ibrahim, Aina and Fatunla (2022) revealed that most of the students are females but within 15-20 years of age. Research question one shows that the level of academic achievement of public senior secondary school students in Economics in Southwest, Nigeria is very low based on the results obtained from the Economics Achievement Test (EAT). This result is quite similar to that of

Akinyemi, Lawal, and Owosoro (2021) who carried out a study in the year 2021 and showed lower than average performance of students in various subjects including Economics in Lagos State.

Research question two shows that teacher factors such as teachers' attitude, and educational qualifications for the teaching of Economics is poor while teachers' teaching styles for the teaching of Economics is good in public senior secondary schools in Southwest, Nigeria. This result partially disagrees with the work of Adegbola (2019) who reported that teachers' attitude, and teaching styles are good except their educational qualifications. The findings of the study also disagrees with the result of Ileuma and Adegoke (2021) who revealed that science teachers' teaching experience and teaching competence (educational qualification, teaching styles and qualification) are good in Ogun State, Nigeria.

Hypothesis one shows a high significant joint contribution of teachers' attitude, mastery of subject matter, teaching experience, educational qualification, and teaching styles on students' academic achievement in Economics in public senior secondary schools in Southwest, Nigeria. This finding corroborates that of Ajadi (2020) who established a joint contribution of teacher factors such as teachers' qualifications, experience and mastery of subject matter on students' academic achievement in Oyo State.

Hypothesis two shows that teachers' attitude and teachers' teaching styles are relatively significant at $P<0.05$. However, teachers' educational qualifications is not relatively significant on students' academic achievement in Economics at $P<0.05$. The finding is supported by Salahudeen et al. (2018) who revealed that teaching method or style of teachers significantly determine students' academic performance in Economics in Lagos State, Southwest, Nigeria. The finding is also in line with the work Ajayi, Onibeju, and Olutayo (2020) who revealed that teachers' attitude and mastery of content significantly correlates with students' academic achievement in Economics while teachers' qualification had no significant correlation with students' academic achievement in Economics in Lagos State, Southwest, Nigeria.

Conclusion

This research examined teacher factors and academic achievement of students in economics in public secondary schools in Southwest, Nigeria. On the basis of the results, it can be concluded that poor level of teachers' attitude and teachers' teaching styles are the cause of poor level of academic achievement of the students in Economics in public senior secondary schools in Southwest, Nigeria. It can also be concluded that although Economics teachers' educational qualifications is poor, but this is not responsible for the poor level of academic achievement of the students in Economics.

Recommendations

The following recommendations are therefore given on the basis of the findings of the study:

1. Economics as a subject play a vital role in helping students to understand and tackle the economic challenges facing the nation. As such, there is need for more attention to be given to the academic achievement of students in the subject;

2. Economics teachers' factors such as attitude, educational qualification were all found to be poor as shown in this study. Educational stakeholders and school heads should try as much as possible to organize seminars, conferences and symposiums for teachers to improve themselves especially their attitude and mastery of subject matter;

3. Economics teachers who are well experienced and qualified should be recruited to teach at the public secondary school level; and

4. Some Economics teachers should be allowed to further their education up the highest level. They should also be given permission to go for courses and trainings across several educational institutions.

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