

Teachers' Behaviour and Student Academic Performance in Commerce in Public Secondary Schools in Ibadan North Local Government Area of Oyo State, Nigeria

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Abstract

This study examined teachers' behaviour and student academic performance in commerce in public secondary schools in Ibadan North Local Government Area of Oyo State. Two research questions were raised and two hypotheses were formulated. Descriptive survey research design was employed. Population comprised 730 senior secondary school commerce students in 7 selected public schools in the LGA. 258 students were sampled using Yamane sample size formula. Primary data were collected using a self-developed questionnaire titled: "Teachers' Behaviour and Academic Performance Questionnaire" (TBAPQ, $r = .813$). Data were analysed using descriptive and inferential statistics. Results showed there is a moderate level of teachers' classroom discipline ($\bar{x} = 2.858$) and teachers' instructional methods ($\bar{x} = 2.512$) on students' academic performance. Test of hypotheses showed a positive significant relationship between teachers' classroom discipline and students' academic performance ($r = .334$, $P < 0.05$) and between teachers' instructional methods and students' academic performance ($r = .297$, $P < 0.05$). In conclusion, teachers' behaviour in areas of classroom discipline and instructional methods have a significant relationship on students' academic performance in Commerce. It was recommended among others that teachers should be equipped through supervision and training to enhance their classroom discipline and instructional methods for better academic performance of the students in commerce.

Keywords: Teachers' behaviour, Students' Academic Performance, Commerce

1. INTRODUCTION

Academic performance especially in commerce is important for equipping students with essential skills and knowledge for the world of business and finance. As a subject, it enhances employability and boosts their overall understanding of the economy and global trade. This is particularly important because in recent times, Nigeria as a nation seems to be facing a major issue in the area of unemployment and underemployment. Many graduates seem

to be having difficulty in finding their feet in the labour market and world of work which makes it necessary that students are equipped with knowledge of business and finance which commerce as a subject provides.

Commerce is an academic subject that exposes students to business knowledge and practices. The subject was designed to introduce students to activities related to the exchange of goods and services, including buying, selling, distribution, and related services like transportation, finance, and advertising (Odiike, 2018). It is a subject taught at the senior secondary education level that is geared towards imparting in students the necessary business skills, attitudes and knowledge required to survive and succeed in the world of work (Wokocha & Brown, 2017). Academic performance in the subject is therefore crucial.

Academic performance in commerce is described as the scholastic standing of a student in the subject which means how the student is able to demonstrate his or her intellectual abilities and obtain good grades in Commerce. It is students' ability to socially apply what they have learnt in Commerce (Bassey, 2020). Academic performance of students in Commerce could be high or low (poor). High academic performance in Commerce is the hope of all parties, which includes students, parents and educational institutions because of the importance that the subject plays in the academic life of students and society at large.

However, despite the importance of Commerce, many students seem not to be finding their feet in the subject as observed in their low academic performance in the subject. From the researcher's personal experiences and observations, the academic performance of students in Commerce in Oyo state is quite poor/average. It is disheartening to see that the level of achievement of students in both internal and external examinations such as Senior School Certificate Examination (SSCE) is very low. Studies have also reported poor performance of students in various subjects including commerce in Oyo state (Adegoke & Orekelewa, 2020; Azeez et al., 2020; Suleman, 2017). This shows that the academic performance of students in Commerce could be worsening at an alarming rate in the state. This researcher was thus interested in finding out if teachers' behaviour has any influence on students' academic performance in Commerce even as a search of literatures reveal scarcity of studies on the subject area.

Teachers' behaviour is defined as the behaviour or activities of teachers as they go about doing whatever is required of them, particularly those activities that are concerned with the direction of guidance of learners (Umar & Yahaya, 2025). Teacher's behaviour is the behavioural manifestation of the act of teaching, done for facilitating the learning of a student or a group of students. It therefore encompasses all the verbal and nonverbal behaviours demonstrated by a teacher in an effort to impart education within an academic setting (Umar & Yahaya, 2025; Warren, 2017). Very few studies have shown a link between teachers' behaviour and academic performance. For instance, a study revealed that there is a significant positive influence of teachers' behaviour on academic achievement of senior secondary school students' in North West Zone of Nigeria (Umar & Yahaya, 2025). Another study showed a positive relationship between teachers' behaviour as correlate of students' performance in mathematics in Ondo State Secondary Schools (Omirin & Fasoranti, 2022). However, to the best of the researcher's knowledge, literature shows paucity of indigenous studies on the influence of teachers' behaviour on academic performance in Commerce in Oyo State which creates a gap in literature that this study addressed.

There are various indices of teachers' behaviour. This paper however focused on teachers' classroom discipline and instructional methods. In the school system, classroom discipline is a necessary behaviour to control students' behaviour, if the goals of the schools are to be attained (Okanezi, 2024). Although teachers' classroom discipline could play a role in students' academic performance, studies are scarce on the subject matter. Only a closely related study showed significant effects and roles of discipline on learning process and

education standard in Ibarapa North Local Government, Oyo State (Adeyemo, 2020). However, the study did not emphasise the effect of classroom discipline on students' academic performance in Commerce in Oyo state which created a gap in knowledge.

Classroom instructional methods are the behaviours that a teacher exhibits to aid students in having an experience, mastering a skill or process, or acquiring knowledge in subjects such as Commerce. If efficient and effective, methods of instruction will achieve the desired end because teaching implies the use of a technique or method of instruction to secure a desired objective (Kalagbor, 2022). Closely related studies carried out on classroom instructional methods and students' academic performance have shown that teaching strategies affect students' academic achievement in mathematics and social studies in Ogun state senior and junior secondary schools (Abiodun, 2024; Olawuni, 2022). However, there are paucity of studies on classroom instructional methods and students' academic performance in Commerce in Oyo state. This study therefore sought to investigate the influence of teachers' behaviour in areas of classroom discipline and instructional methods on students' academic performance in Commerce in Oyo State.

Problem Statement

Despite the huge importance of academic performance of students in Commerce to the economic development of a nation such as Nigeria, it has been observed that the academic performance of students in Oyo state is declining at an alarming rate. Studies have also reported poor performance of students in various subjects including commerce in Oyo state (Adegoke & Orekelewa, 2020; Azeez et al., 2020; Suleman, 2017). Generally, poor academic performance of students has made many to become drop-outs, frustrated, gangsters who now engage in various forms of hooliganism and criminal activities. Specifically, poor academic performance in Commerce makes many to later become unemployable and unable to contribute productively to the economic development of the nation. Perhaps, teachers' behaviour in areas of classroom discipline and instructional methods with respect to teaching commerce could be responsible. This is because of the crucial role of the behavior of teachers to students' learning outcomes. This study was therefore carried out to investigate the extent to which teachers' behaviour influence students' academic performance in Commerce in secondary schools in Oyo state.

Purpose of the Study

The main purpose of this study was to investigate teachers' behaviour (classroom discipline and instructional methods) and students' academic performance in public secondary schools in Ibadan North Local Government Area of Oyo State. The specific purposes were to;

- i. Examine the level of teachers' classroom discipline for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State;
- ii. Find out the level of teachers' instructional methods for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State.

Research Questions

This study provided answers to the following research questions:

1. What is the level of teachers' classroom discipline for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State?
2. What is the level of teachers' instructional methods for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State?

Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

- H₀₁:** There will be no significant relationship between teachers' classroom discipline and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State.
- H₀₂:** There will be no significant relationship between teachers' instructional methods and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State.

Significance of the Study

By investigating teachers' behaviour in areas of classroom discipline and instructional methods and students' academic performance, this research would provide awareness and understanding of the role of the above predictors on students' academic performance in commerce. This research would be of immense significance to teachers and principals. Teachers can use the findings of this study to ensuring that they display behaviour that instills discipline in the classroom and utilise instructional methods that impacts knowledge of commerce into the students for better performance. Also, principals as school heads and administrators can use the findings of this study in ensuring that teachers are supervised and equipped on how to display better behaviour in areas of classroom discipline and instructional methods during teaching and learning activities.

Scope of the Study

The geographical spread of this study covered selected public secondary schools in Ibadan North Local Government Area of Oyo State. These schools included – Abadina College, Abadina Grammar School, Methodist Grammar School, Community Grammar School 1 Mokola, Oba Akinyele Memorial High School Idi-Ape, Ibadan, Immanuel College High School, Junior School I Ibadan North, Along Ui Sango Road Ibadan, and Ikolaba Grammar School (Senior), Agodi Gra Ibadan, Ibadan I. The population scope comprised all the senior secondary school two (SSS2) students in all the selected public secondary schools in the LGA. The variable scope consisted of one independent variable (teachers' behaviour) and one dependent variable (academic performance in Commerce). Teachers' behaviour consisted of indices such as classroom discipline and instructional methods. Academic performance in commerce was treated as a single variable.

2. LITERATURE REVIEW

Theoretical Review

This study was anchored on the "Education Function Theory", established by Hanushek (2020). 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 performance of students in Commerce) through a behavioural process. The production function theory measures output (students' academic performance) by achievement test scores in Commerce. The educational outcomes are a function of a variety of inputs that are injected into the education process, that is, education is a production process that uses various attributes and behaviours of human resource (teachers) into the production of educated learners in commerce (Todd & Wolpin, 2003). According to the theory, inputs are teachers' characteristics, attributes or behaviours such as classroom discipline and instructional methods amongst other inputs while output is the students' academic performance in Commerce.

Conceptual Model

The conceptual model for the study shows the relationship between the independent variable (teachers' behaviour) and dependent variable (students' academic performance in Commerce) as illustrated in figure 2.1:

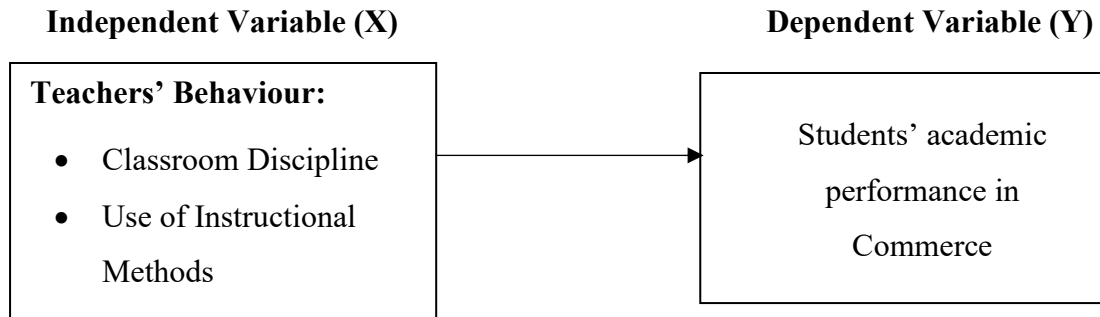


Figure 2.1: Conceptual Model of Teachers Behaviour and Students' Academic Performance (Source: Researcher, 2025)

3. METHODOLOGY

This research employed the descriptive survey research design. The target population comprised 730 senior secondary school two (SSS2) students offering commerce in seven selected public secondary schools in Ibadan North Local Government area of Oyo State as shown in table 3.1.

Table 3.1: Population of the Study (N = 7 schools; 730 Commerce Students)

Local Government Area	S/N	Name of Public Secondary Schools	Number of Commerce Students
Ibadan North Local Government Area	1	Abadina College, University of Ibadan	108
	2	Abadina Grammar School, University of Ibadan	101
	3	Methodist Grammar School Ibadan North, Bodija Ojurin Road, Town	100
	4	Community Grammar School 1 Mokola, Mokola Ibadan, Ibadan	103
	5	Oba Akinyele Memorial High School Idi-Ape, Ibadan	107
	6	Immanuel College High School, Junior School I Ibadan North, Along Ui Sango Road Ibadan, Ibadun	105
	7	Ikolaba Grammar School (Senior), Agodi Gra Ibadan, Ibadan I	106
Total			730

Source: Ministry of Education, 2024

The above schools were chosen at random and over 10% of the total number (42) of public senior secondary schools in Ibadan North Local Government Area were chosen which is appropriate. Yamane (Slovin) sample size determination formula was used to sample two hundred and fifty eight (258) students for the study. The formula by Yamane (1967) is shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is known as the level of significance which is 0.05. The sample size (258) was evenly distributed across the seven schools based on their population of students as shown in table 3.2.

Table 3.2: Sample Number of Students (n = 258 Commerce Students)

Local Government Area	S/N	Name of Public Secondary Schools	Number of Commerce Students	Sample Number of Commerce Students
Ibadan North Local Government Area	1	Abadina College, University of Ibadan	108	38
	2	Abadina Grammar School, University of Ibadan	101	36
	3	Methodist Grammar School Ibadan North, Bodija Ojurin Road, Town	100	35
	4	Community Grammar School 1 Mokola, Mokola Ibadan, Ibadan	103	36
	5	Oba Akinyele Memorial High School Idi-Ape, Ibadan	107	38
	6	Immanuel College High School, Junior School I Ibadan North, Along Ui Sango Road Ibadan, Ibadun	105	37
	7	Ikolaba Grammar School (Senior), Agodi Gra Ibadan, Ibadan I	106	38
Total			730	258

Source: Yamane (Slovin) sample size determination formula

Primary data were collected with the aid of a self-developed questionnaire titled: “Teachers’ Behaviour and Academic Performance Questionnaire” (TBAPQ). This questionnaire consisted of two sections. The first section contained demographic variables such as students’ gender and age. The second section consisted of five items on the relationship between teachers’ classroom discipline and academic performance in commerce and five items on the relationship between teachers’ instructional methods and academic performance in commerce. The rating technique was a four point scale of Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; Disagree (D) = 1.

The questionnaire was validated using content and face validity and subjected to the test–re-test method for estimation of its reliability. A reliability value of .813 was obtained for TBAPQ which meant that it was reliable. The instrument was made into several copies and administered to the sample number of commerce students (258). However, only 250 questionnaires were retrieved and valid for the study. Secondary source of data were also obtained from the first and second term performances of the commerce students in internal examinations in the seven selected public secondary schools. Demographic information of respondents were analysed using frequency and percentage. Research questions were answered using frequency, percentages, mean, and standard deviation while inferential statistics such as Pearson product moment correlation was used to analyse the hypotheses at 0.05 level of significance.

4. RESULTS

Presentation of Demographic Data

Table 4.1: Frequency Distribution of Public Senior Secondary School Students' Demography (n = 250)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	108	43.2
Female	142	56.8
Age (years)		
Below 15	45	18.0
15-18	149	59.6
Above 18	56	22.4

Source: Field Survey, 2025

Table 4.1 revealed that 43.2% of the students are males while 56.8% are females. Most of the students (59.6%) are within 15-18 years of age while few of them (18.0%) are below 15 years of age.

Answer to Research Questions

Research Question One: What is the level of teachers' classroom discipline for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State?

Table 4.2: Teachers' Classroom Discipline and Students' Academic Performance in Commerce (n = 250)

S/N	Items (My Commerce Teachers)	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	provide positive reinforcement to students for appropriate behaviour (e.g. special helper, tangible rewards etc.) for better learning of the subject	52 (20.8%)	87 (34.8%)	50 (20.0%)	61 (24.4%)	2.520	.98
2	reprimand inappropriate behaviour on the spot using loud voice so we improve our learning outcomes	103 (41.2%)	92 (36.8%)	21 (8.4%)	34 (13.6%)	3.056	.84
3	make us aware of the consequences for mis-behaviour (e.g. loss of break-time, extra classroom time etc.) for better academic performance	89 (35.6%)	104 (41.6%)	24 (9.6%)	33 (13.2%)	2.996	.92
4	use nonverbal signals to stop mis-behaviour (e.g. make eye contact, approach and touch disruptive students) for better academic performance	72 (28.8%)	95 (38.0%)	41 (16.4%)	42 (16.8%)	2.788	.96
5	use short verbal cues to stop inappropriate behaviour (e.g. say student's name aloud, use "shh" sound) in order to improve our learning outcomes	87 (34.8%)	98 (39.2%)	25 (10.0%)	40 (16.0%)	2.928	.93

Grand Mean = 2.858 Std. Dev. = .93; Overall Decision = Agree (High Level)

Source: Field Survey, 2025

KEY: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1); Std. Dev. = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 1.000-1.750 = Strongly Disagree (Very Low Level); 1.751-2.500 = Disagree (Low Level); 2.501-3.250 = Agree (High Level); 3.251 - 4.000 = Strongly Agree (Very High Level)

In table 4.2, the grand mean ($\bar{x}$ = 2.858) showed that there is a high level of teachers' classroom discipline for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State as agreed by the students.

Research Question Two: What is the level of teachers' instructional methods for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State?

Table 4.3: Teachers' Instructional Methods and Students' Academic Performance in Commerce (n = 250)

S/N	Items (My Teachers)	Commerce	SA	A	D	SD	$\bar{x}$	Std. Dev.
1	begin the lesson to enforce sense of collaboration among the students for better performance		52 (20.8%)	88 (35.2%)	57 (22.8%)	53 (21.2%)	2.556	1.01
2	finish every lesson with a clear ending for improved learning outcomes		55 (22.0%)	81 (32.4%)	80 (32.0%)	34 (13.6%)	2.628	.99
3	respond to students' incorrect answers, validating students' participation for better learning outcomes		62 (24.8%)	96 (38.4%)	47 (18.8%)	45 (18.0%)	2.700	.97
4	create cooperative groups with students to work on topics related to the subject for better learning performance		39 (15.6%)	76 (30.4%)	67 (26.8%)	68 (27.2%)	2.344	1.04
5	use problem solving scenarios with students to develop their problem solving skills for improved performance		45 (18.0%)	71 (28.4%)	56 (22.4%)	78 (31.2%)	2.332	1.06

Grand Mean = 2.512 Std. Dev. = 1.01; Overall Decision = Agree (High Level)

Source: Field Survey, 2025

KEY: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1); Std. Dev. = Standard Deviation; $\bar{x}$ = Mean

*****Threshold:** mean value of 1.000-1.750 = Strongly Disagree (Very Low Level); 1.751-2.500 = Disagree (Low Level); 2.501-3.250 = Agree (High Level); 3.251 - 4.000 = Strongly Agree (Very High Level)

In table 4.3 the grand mean ($\bar{x}$ = 2.512) showed that there exists a high level of teachers' instructional methods for students' academic performance in commerce in Ibadan North Local Government Area of Oyo State as agreed by the students.

Test of Hypotheses

H₀₁: There will be no significant relationship between teachers' classroom discipline and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State.

Table 4.4: Pearson Product Moment Correlation for Teachers' Classroom Discipline and Students' Academic Performance in Commerce

		Students' Academic Performance in Commerce
Teachers' Classroom Discipline	Pearson Correlation	.334*
	Sig. (2-tailed)	.007
	N	250

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Field-work, 2025

The above result in table 4.4 revealed a positive significant relationship between teachers' classroom discipline and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State ($r = .334$, $P < 0.05$).

H₀₂: There will be no significant relationship between teachers' instructional methods and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State.

Table 4.5: Pearson Product Moment Correlation for Teachers' Instructional Methods and Students' Academic Performance in Commerce

		Students' Academic Performance in Commerce
Teachers' Instructional Methods	Pearson Correlation	.297*
	Sig. (2-tailed)	.015
	N	250

*r value is significant at the $P < 0.05$ level (2-tailed).

Source: Field-work, 2025

The above result in table 4.5 revealed a positive significant relationship between teachers' instructional methods and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State ($r = .297$, $P < 0.05$).

Discussion of Findings

This research work investigated teachers' behaviour and students' academic performance in commerce in Ibadan North Local Government Area of Oyo State. The finding from research question one revealed that there is a high level of teachers' classroom discipline for students' academic performance in commerce as agreed by the students. This result agrees with that of Adeyemo (2020) which showed high effects and roles of discipline on learning process and education standard in Ibarapa North Local Government, Oyo State. This finding also agrees with that of Nwogbo et al. (2023) which showed a high effect of effective classroom control on academic performance of secondary school students in Enugu East LGA. This result

is supported by that of Okanezi, (2024) which showed that disciplinary measures of teachers greatly correlate with students' learning outcomes in government owned secondary schools in Rivers State.

The finding from research question two revealed that there is a high level of teachers' instructional methods for students' academic performance in commerce as agreed by the students. This result agrees with that of Kalagbor (2022) which revealed high effects of science teachers' instructional and methodological competence on students' academic performance in secondary schools in Rivers State. This finding also agrees with that of Isa et al. (2020) which showed that most of the teachers' methods of teaching have a great (high) effect on students' academic performance in secondary schools in Nassarawa Local Government, Kano.

Test of hypothesis one showed a positive significant relationship between teachers' classroom discipline and students' academic performance in commerce. This result agrees with that of Adeyemo (2020) which showed positive significant effects and roles of discipline on learning process and education standard in Ibarapa North Local Government, Oyo State. This finding also agrees with that of Nwogbo et al. (2023) which showed a high positive significant relationship between effective classroom control and academic performance of secondary school students in Enugu East LGA. This result corroborates that of Okanezi, (2024) which showed positive significant relationship between disciplinary measures of teachers and students' learning outcomes in government owned secondary schools in Rivers State.

Test of hypothesis two showed a positive significant relationship between teachers' instructional methods and students' academic performance in commerce. This result agrees with that of Kalagbor (2022) which revealed positive significant relationship between science teachers' instructional and methodological competence and students' academic performance in secondary schools in Rivers State. This finding is in alignment with that of Isa et al. (2020) which showed moderate significant relationship between teachers' methods of teaching and students' academic performance in secondary schools in Nassarawa Local Government, Kano.

Conclusion

It can be concluded based on the findings that high level of teachers' behaviour in areas of classroom discipline and instructional methods have a positive significant effect on students' academic performance in Commerce in public secondary schools in Ibadan North Local Government Area of Oyo State.

Recommendations

1. Attention should therefore be given to equipping teachers to improve their classroom discipline from high level to very high level. This can be done through effective supervision, monitoring and demonstration techniques for the teachers; and
2. Efforts should be made towards improving teachers' instructional methods from high level to very high level through conferences, seminars and workshops for better performance of the students in commerce subject.

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